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ABSTRACT

Designed to assist in the implementation of career education programs, this handbook was prepared to introduce teachers, counselors, and administrators to a career-centered curriculum project, a career education program of the New Albany (Mississippi) school system. Included in the handbook are: (1) a description of the New Albany program, including the goals and objectives of the project and the general project design and procedures followed for the K-12 career education program, (2) a rationale for a career-centered curriculum, (3) responsibilities of school staff, (4) concepts and objectives of a career-centered curriculum, (5) examples of career-related learning activities developed by teachers and project staff, (6) sample evaluation questionnaires, and (7) sources of information. Several forms and other information are appended. This document is a more extensive treatment of the material found in ED 073 296. (SB)

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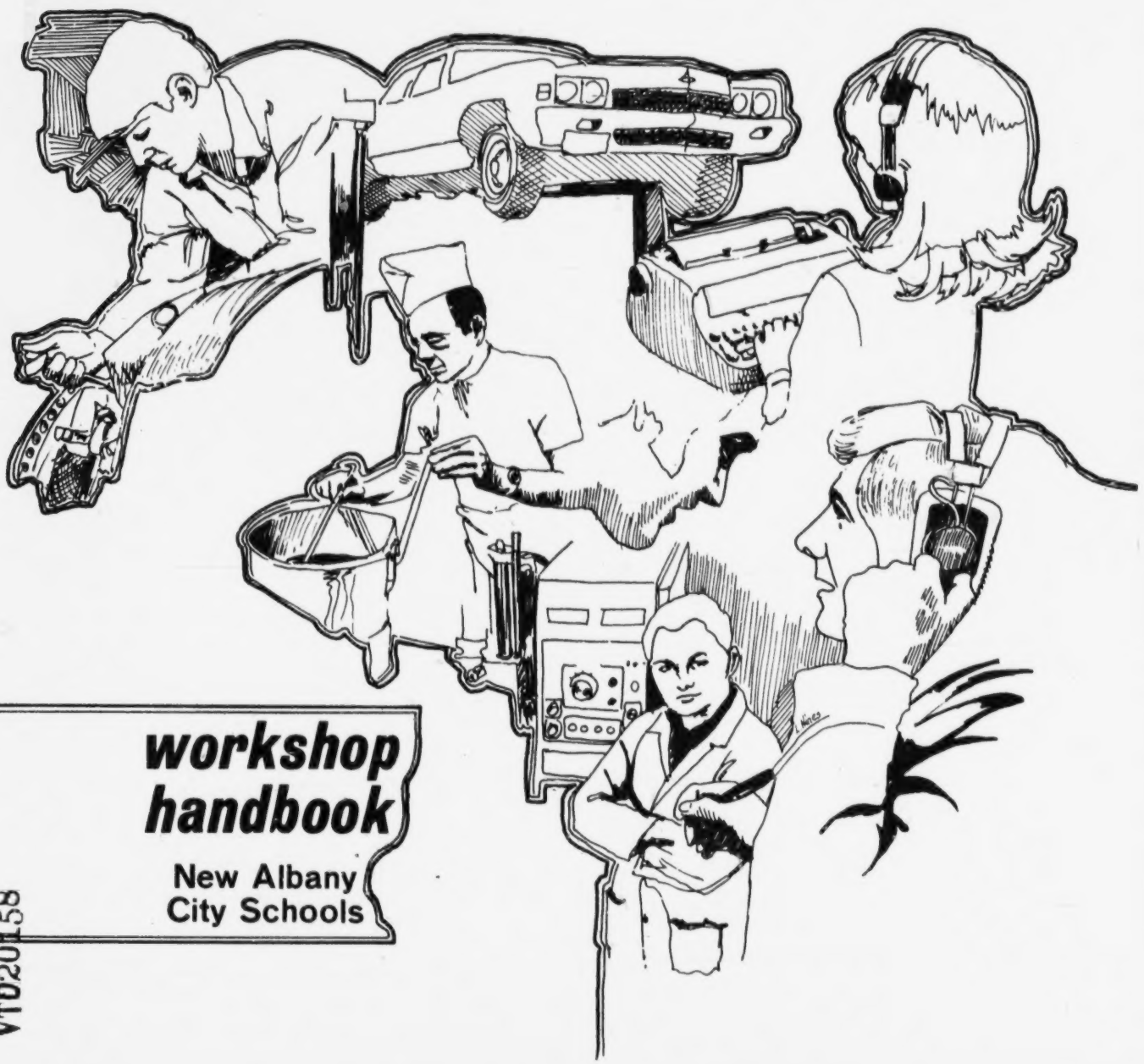
CAREER CENTERED CURRICULUM



workshop handbook

New Albany City Schools

VT020158

FOREWORD

This handbook was prepared in order to assist in the implementation of Career Education Programs. It contains a description of the New Albany Career Education Program, a copy of the Career-Centered Curriculum Workshop Handbook, examples of career related instructional procedures, and other relevant Career Education Project information. It is hoped that this handbook can be useful to school administrators, teachers, counselors, Career Education project personnel, and Career Education leaders.

Dalton Anthony, Director
Career Education Program
New Albany City Schools

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CAREER EDUCATION PROJECT

CAREER-CENTERED CURRICULUM

A COMPREHENSIVE CAREER EDUCATION PROJECT

PROBLEM AREA TOWARD WHICH THE PROJECT WAS DIRECTED

Career development is a process. It denotes a lifelong sequence and pattern of work-related behavior including all work-relevant experiences and activities before and after entry into a formal occupation. The problem proposed here is that of facilitating this career centered educational experience for the students in our schools in grades K-12.

A survey conducted in 1969 of ninth and tenth grade students in the New Albany area indicated that 285 out of 491 students expressed disfavor with the curriculum at that time. The same survey indicated that only 48 of 300 parents' occupations required training beyond high school. When we remember that children equate themselves to and against their parents and, as a "rule of thumb" pursue vocational choices one step above those of their parents, the foregoing figures serve as great evidence for a comprehensive program of instruction which will prepare a majority of students for entry into a job upon graduation from high school if not before. (Report of Vocational Survey, New Albany City Schools, 1969.)

Both academic and vocational areas of instruction are a part of career development. It is obvious that when an individual receives vocational instruction, he moves a little further into career development. Not so obvious is the fact that when an individual receives academic instruction, he also moves toward an ultimate career choice. This supports the centering of <u>all</u> education around career development, beginning with early childhood education and continuing to the time when each student enters the job world and beyond.

Traditionally, the study of work has been largely delayed until the student reaches the ninth or tenth grade. By this time, many students have dropped out of school. A recent study in Mississippi revealed that 22.77 percent of the students entering the first grade dropped out of school prior to completing the ninth grade. These students had not had the opportunity to formally learn about the world of work.

The learning activities carried out during the elementary and middle school grades should aid students in becoming aware of and exploring many occupations, to develop a more positive attitude toward work, to have a more accurate self-concept, and better able to contribute to society. Such instruction may help to reduce the rate at which students drop out of school by showing relevance between what is studied in school and what lies ahead in work.

For those who remain in school, comprehensive educational programs, both vocational and academic, to prepare for career entry and advancement are a vital requirement in career development.

Career development is closely tied to the perception that an individual has of himself. The kind of occupation a person pursues reflects his self-concept and affects his life style. In short, it will affect his whole social and economic status. Persons with inaccurate self-evaluations tend to make more inappropriate career decisions than persons with accurate self-evaluations. An accurate understanding of one's self should correspondingly enhance career decision making. This project proposes guidance at all levels of education in our school to aid individuals in gaining self-insight and in the development of an accurate self-concept.

GOALS AND OBJECTIVES OF THE PROJECT

The goal of the Career-Centered Curriculum is to provide students from grades K-12 with curricular offerings which become more meaningful and purposeful though practical individual experiences which meet their personal needs and help them to establish aims and goals about the world of work. Thus, students relate subject matter to the career development process.

Objectives:

(1) To develop and implement a career-centered education program as an integral part of the curriculum.

(2) To develop a systematic approach to teaching career concepts which will allow students in grades K-12 to become aware of the world of work and to prepare for it.

(3) To incorporate into the curriculum a program of guidance, placement, and follow-up that will be available to all students and prospective students in grades K-12.

(4) To develop good community relations whereby the community, teachers, and students can work together in meeting the goals of our program.

GENERAL PROJECT DESIGN AND PROCEDURES FOLLOWED

The career education program spans grades K-12 with 100 percent participation of the 2,200 students in one early childhood education center, two elementary schools, one middle school, one high school, and one vocational complex.

The school system has a professional staff of 120 teachers, counselors, and administrators, 23 teacher aids, and three career education staff members. In-service training was provided for administrators, teachers, and counselors by the career staff through a two day workshop held prior to the first week of school and through two more days scheduled throughout the year.

A unique feature of our Career-Centered Curriculum is the fusion of this program into our existing curriculum without any significant structural changes. This program has been developed in such a way that it can be organized within the framework of the regular curriculum. It is our intent to add to the existing curriculum worthwhile career related activities which will aid both the teacher in his presentation and the student in his insight of how each subject is directly or indirectly related to real life situations.

The program is divided into four segments: (1) career awareness, (2) career exploration, (3) career preparation, and (4) continuing career preparation.

Career Awareness

The awareness period extends to about the age of eleven, or the sixth grade. Children of this age group are provided for in the non-graded elementary schools and in the sixth grade of the graded middle school. Our purpose during the awareness period is to aid children in developing attitudes, behaviors, and skills conducive to success in the world of work, using the common elementary grade studies as vehicles for implementation.

To accomplish this basic goal, local career education personnel provide basic services to the elementary faculties. These services include obtaining occupational information, providing field trip information, assisting teachers in developing career activities, suggesting career related instructional procedures, providing counseling, and providing resource persons to be utilized by the elementary faculties. Workshops are held to assist the elementary faculties to incorporate career development into the regular instructional program.

Actually, the career awareness concept does not eliminate vital elementary school curriculum elements; nor does it propose to substitute career awareness for long established, professionally sound elementary curriculum concepts. By contrast, fusing the career awareness concept into the ongoing curriculum enriches and adds quality to the school program.

As a child enters the first year, his experiences in occupational education are centered around that with which he is most familiar, namely, the home and the school. The limited occupational information that the child possesses (such as his parents' jobs and those jobs he sees at school --

teachers, school bus drivers, etc.) is used as a basis for expanding his knowledge of the world of work. Parents and others are brought into the classroom to tell about their jobs. Children engage in such activities as occupational game playing, field trips, occupational art work, and the like to increase their knowledge and understanding. The regular school subjects (reading, writing, etc.) are utilized as the vehicle for presenting occupational information as opposed to concentrating it in a special subject area.

In the second year, the presentation of occupational information increases as the child's world increases in size. The occupational focus is broadened to the point that occupations existing in the neighborhood are included in the ongoing curriculum. The child begins to develop an understanding of the fact that many types of workers are necessary. A proper attitude and appreciation for work is stressed, and children begin to list and relate duties or chores they perform at home and how it helps the home. They also begin developing the knowledge of working willingly as a member of a group. Occupational activities in which the children participate are correlated with their regular school subjects.

The third year expands the child's occupational focus to life within the expanding community. Occupations found within the community to which children have not been exposed in either the first or second years are brought into focus. As children's reading skills increase, occupational information is presented through basic and supplementary readers. Additional action type activities dealing with occupations are introduced to the children.

As the elementary students progress through the fourth and fifth year and grade six, emphasis is placed upon students' enhancement of self-concept as related to career development. In the fourth year students encounter occupations found in other communities within the State. During the fifth year, occupations not commonly found within the State are brought into focus. The students in the sixth grade center attention upon occupations found in foreign countries. During the fourth year and fifth year and through sixth grade the students engage in activities designed to increase their awareness of the world of work. Activities such as: listing good and poor personality traits; classes choosing occupations of the week; conducting class appearance and personality contests; girls designing work clothes fashions; viewing occupational visual aids; discussing characteristics of persons needed to fill jobs; making collections of materials about jobs students would like; discussing types of persons needed to fill jobs in which students are interested, collecting and studying "want ads" from newspapers; role playing employer-employee situations; studying and role playing jobs which their age group can obtain (baby sitting, paper boy, etc.); planning and role playing job hunts; and utilizing field trips.

Career Exploration

The career exploration stage extends from about age twelve to fourteen or grades seven through nine.

In grade seven and eight, careers are explored on a very broad basis. An intensive guidance and counseling program is carried on to assist students in discovering their career interests and aptitudes.

In grade nine, the career exploration thrust narrows on the basis of student interests, aptitudes, and emotions as determined during the more broad-based exploration of careers during grades seven and eight. Guidance and counseling continues with emphasis toward placement of students in curricular offerings compatible with their interests, aptitudes, and emotions. Hopefully, he can identify areas of interest which he will now explore in depth.

Student exposure to science, math, language arts, and social studies is managed in such a way as to relate these traditional and important components of the school curriculum to the career he is exploring. Classroom teachers utilize the magic of individual instruction as a frequently used technique of teaching.

Preparation

The preparation phase of the career education program begins with grade ten and ends, in so far as secondary preparation is concerned, when the youngster exits from school. This may be (1) at a time when he enters the world of work with a salable entry level skill prior to graduation from high school, (2) at the time of graduation from high school and he enters the world of work with a salable skill, or moves into a post-secondary technical program for further skill development, or (3) at the time of graduation from high school when he enrolls in a baccalaureate program. Students receive assistance in planning for and attaining vocational goals and preferences, either in the form of additional vocational training or work experience.

Preparation is accomplished through utilization of the regular academic program and the vocational education program. Training for the specific career of the youngster's choice may be accomplished in one of the occupational training programs housed in the vocational complex. These include training in auto mechanics, building trades, food service, sewing, child care, industrial drafting, industrial electricity, and office occupations. Local businesses or industries are utilized as training laboratories.

Through well planned individual instruction, subjects such as math, science, language arts and social studies are related to the career for which the youngster is preparing. Thus, the student should be

endowed with a new degree of motivation to learn by relating his studies to the world of work.

An intensive guidance and counseling program is continued with the primary objective being to prepare youngsters for employment and/or further education.

A related reading and math program is operated for students who need this help. This remedial program equips them with skill necessary for successful learning in the vocation for which they desire training.

The career-centered concept is enhanced by the availability of extensive vocational-technical training available through an area post-secondary school. The vocational programs at the junior college are open-ended and accept students at any level provided they can progress in the occupational training programs.

Continuing Career Preparation

A program of continuing education is available to offer those who have left school, either by dropping out or by graduation, an opportunity to re-enter the system for up-dating skills they possess or to acquire new skills. In effect the continuing education program is always available for use by anyone who needs to re-enroll for further training. These offerings are made available through a local vocational complex and in a junior college located in close proximity to the high school.

CAREER-CENTERED CURRICULUM

WORKSHOP HANDBOOK

This handbook was prepared to introduce teachers and administrators to the Career-Centered Curriculum Project.
It contains:

A Rationale for a Career-Centered Curriculum

Responsibilities of school staff in a Career Education Program

Concepts and objectives of a Career-Centered Curriculum

Examples of Career Education activities

CAREER-CENTERED CURRICULUM WORKSHOP
NEW ALBANY CITY SCHOOLS
NEW ALBANY, MISSISSIPPI
AUGUST 23 - 24, 1971

Purpose:

To develop career oriented activities to be fused into the present curriculum.

Objectives:

While participating in this workshop, teachers will:

1. Work in subject area groups and/or teams to develop sequential topics of study.

2. Study present curricular materials, (i.e. basal readers, adopted texts, audio-visual aids, career development materials, and other resource material), and develop activities which may be used to teach career development concepts.

3. List appropriate resource material to be used.

RATIONALE FOR CAREER-CENTERED CURRICULUM

There is an urgent need today to bring the public school curriculum into a closer alignment with the real world which millions of youth must face. We need in our public schools a kind of curriculum that properly relates academic subject matter to real life concerns. In short, the public school curriculum should be career oriented. This suggests the need for a marriage of general education and career education. We all are trying to assist the youth whom we teach to become individuals who find satisfaction in living with themselves while at the same time being profitable to society.

A person's career is probably the most important activity of his life style. It influences or even determines most of the other activities in his life. For example, it helps determine where he will live, the kind of home and family he will have, the kind of social and even political activities he will be involved in, and finally, the kind of people with whom he will associate.

The career oriented curriculum in the public school will tie what is taught to the goals of students in such a way that they will be motivated while they are in school, and will better equip them to choose from many alternatives as they take the next step after high school. It is important that students be adequately prepared to take that step, whether it be on-the-job training, apprenticeship, junior college, or four-year college.

The intent of the Career-Centered Curriculum is to provide students from grades one through twelve with curricular offerings which become more meaningful and purposeful through practical individual experiences which meet their personal needs and help them to establish aims and goals. Thus, students relate subject matter to the career development process.

Simulated work experiences, the sociological and psychological factors of work, the economics of work, self-exploratory experiences, and occupational information should be incorporated into the curriculum. These inclusions should motivate students through recognition of relevancy of school work to future life goals and simultaneously provide students with a background that will lead to a wise career choice.

The Career-Centered Curriculum is not a panacea for all of our educational ills. It does, however, offer a practical approach that makes educational experience relevant to the needs of youth and relates the school program to what is going on in life.

RESPONSIBILITY OF THE ADMINISTRATOR IN THE CAREER EDUCATION PROGRAM

(The Leadership Function)

1. Sponsoring a preliminary survey of existing school services, facilities, and resources to determine the school's readiness for a career education program.

2. Getting assistance from specialists regarding techniques of initiating a Career Education Program.

3. Discussing budgetary requirements of the Career Education Program with the board of education.

4. Planning preliminary meetings of the school staff to discuss approaches to establishing a Career Program.

5. Selecting an advisory committee which is acceptable to the faculty and community.

6. Cooperating with this committee in determining a plan of action.

7. Providing sufficient time so that the plan of action can be carried out.

8. Selecting staff members who are interested, capable, and qualified.

(The Support Function)

1. Providing suitable space and facilities for housing the staff and materials.

2. Arranging in-service education activities for staff members.

3. Encouraging staff members to secure additional knowledge about career education through college courses, on-site visits to programs already in existence, and reading professional publication.

4. Encouraging constant evaluation of the program and supporting changes that seem to be necessary as a result of such evaluation.

5. Encouraging members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes.

6. Continuously interpreting the Career Education Program to the community.

RESPONSIBILITIES OF CAREER COORDINATOR

1. Cooperating with teachers in an effort to provide worthwhile activities of a career-centered nature which would add revelance to the academic program of study.

2. Coordinating career activities to prevent duplication.

3. Developing a time schedule in cooperation with each teacher whereby a planning session can be held on some regular basis.

4. Acting as a consultant upon whom the teachers may call for suggested career related activities.

5. Providing a prolific source of career materials through a well organized career resource center.

6. Surveying local career resources and arranging for utilization of these.

7. Acting as a source of referral for teachers who determine a definite area of career interest which needs to be explored by any one student or a group of students.

8. Maintaining a personal file on all career-centered curriculum students.

9. Working closely with the guidance counselor in administering tests for the purpose of self-analysis.

10. Keeping written records of career related instructional procedures being used in the classroom.

11. Assisting in conducting career education inservice training.

12. Communicating to the career educator how the concepts and objectives of the Career-Centered Curriculum are being carried out in their respective segments of the program.

RESPONSIBILITIES OF THE CAREER DIRECTOR

1. Assume the leadership for implementaing career education concepts into the curriculum.

2. Informing the administration how the concepts and objectives of the Career Centered Curriculum are being carried out.

3. Maintaining good public relations.

4. Submitting progress reports to the state project director.

5. Assisting career coordinators in implementing the program in their respective segments of the program.

6. Arrange and coordinate Career Education inservice training.

7. Supervising the budget.

8. Supervising the ordering of materials.

RESPONSIBILITIES OF THE TEACHER

1. Making every effort to understand the values and purposes of the program.

2. Cooperating with the administration and career staff in carrying out policies considered essential to the development of Career Education.

3. Exchanging information with colleagues that would be helpful in meeting the objectives of the program, and which would help students make a better personal, social, or educational adjustment.

4. Observing pupils in various activities in and out of the classroom, noting their patterns of behavior in group situations and becoming aware of their interests, attitudes, values, work habits, etc.

5. Recording behavior which they feel is a significant indication of career choice to be filed for future reference during career counseling.

6. Instilling proper attitudes toward work and study.

7. Giving pupils individual assistance in making desirable social adjustments.

8. Becoming aware of careers related to the subject areas taught.

9. Creating methods of relating to and incorporating career information into subjects taught.

10. Creating in the students an awareness of possible careers in which they will be involved in the future.

11. Co-operating with career-coordinators in planning career related activities to be implemented in the classroom.

12. Providing information that will help students to make appropriate educational and vocational choices.

13. Communicating to the career-coordinator how the concepts and objectives of the Career-Centered Curriculum are being carried out.

14. Referring students who show definite interests in specifific career areas to the career coordinator and/or counselor for additional information.

RESPONSIBILITIES OF THE COUNSELOR

1. Gathering data on students through a variety of tools and techniques such as interviewing, testing, case conferences, etc., which would serve as a future reference in the career development process.

2. Coordinating this data and supervising its maintenance through cumulative records.

3. Counseling with pupils concerning education and career plans.

4. Collecting, organizing, and maintaining information of an educational, vocational, or environmental nature.

5. Presenting this information to pupils through assemblies, homeroom programs, career conferences, college days, and other group procedures.

6. Assisting in career in-service education of all staff members.

7. Serving in a public-relations capacity by maintaining close work relationships with various community agencies.

CONCEPTS

Primary, Part I

1. School develops behaviors and skills needed for the world of work.
2. People earn livings in many ways.
3. The neighborhood needs many workers.
4. There is dignity and honor associated with well performed service.
5. Certain careers require specific abilities on different "know how."
6. People have the potential for success in a number of careers.
7. Work has always been necessary to and expected and admired by society.

OBJECTIVES

1. Teach and develop behaviors and skills needed for the world of work:
   - A. Acceptance and respect for self and others
   - B. Dependability
   - C. Responsibility
   - D. Cooperation
   - E. Ability to make decisions
   - F. The practice of habits of good grooming, common courtesies, and social amenities
   - G. Enjoymnet of work and play
   - H. Motor Skills
   - I. Math Skills
   - J. Language Skills
   - K. Alertness (listening)

2. To introduce the world of work

   A. School family careers:

      1. Teacher
      2. Special teacher
      3. Teacher aide
      4. Librarian
      5. Principal
      6. Secretary
      7. Career coordinator
      8. Bus driver
      9. Cafeteria worker
      10. Maid
      11. Janitor
      12. Health nurse
      13. Delivery man (milk, food for cafeteria, school supplies, etc.)

   B. Family job tasks within the home

   C. Family careers outside the home

3. To show the relationship between the different neighborhood workers and the goods and services they provide, and also, the interrelationship of many neighborhood jobs.

4. To dignify the importance of all honest work

5. To begin to develop an awareness that people differ in abilities, skills, and interests

6. To develop the idea that people work for different reasons

7. To develop the idea that work is necessary for survival and progress

CONCEPTS

Primary, Part II

1. School develops behaviors and skills needed for the world of work.
2. People earn livings in many ways.
3. The community needs many workers.
4. The extended community (selected world communities) needs many workers.
5. There is dignity and honor associated with well performed serviceable work and for the individual who performs it.
6. Certain careers require specific abilities on different "know how."
7. People have the potential for success in a number of careers.

OBJECTIVES

1. Teach and develop behaviors and skills needed for the world of work:
   - A. Acceptance and respect for self and others
   - B. Dependability
   - C. Responsibility
   - D. Cooperation
   - E. Ability to make decisions
   - F. The practice of habits of good grooming, common courtesies,
   - G. Enjoyment of work and play
   - H. Motor skills
   - I. Math
   - J. Language skills
   - K. Alertness (listening)

2. To introduce the world of work:

   A. School family careers:

      1. Teacher
      2. Special teacher
      3. Teacher aide
      4. Librarian
      5. Principal
      6. Secretary
      7. Career coordinator
      8. Bus driver
      9. Cafeteria worker
      10. Maid
      11. Janitor
      12. Health nurse
      13. Delivery man (milk, food for cafeteria, school supplies, etc.)

   B. Family job tasks within the home.

   C. Family careers outside the home.

3. To show the relationship between the different community workers and the goods and services they provide, and also, the interrelationship of many community jobs.

4. To show the relationship between geographical location and work and career opportunities.

5. To dignify the importance of all honest work.

6. To begin to develop an awareness that people differ in abilities, skills, and interests.

7. To develop the idea that people work for different reasons.

CONCEPTS

Intermediate, Fourth Year

1. Geographical location affects career opportunities.

2. Facts about careers come from many sources and experiences.

3. Attitudes, values, interests and activities affect career choice.

4. We learn about self from family, peers, and others.

OBJECTIVES

1. To develop the relationship that exists between geography and types of work through a review of the home, school, nieghborhood, and community (New Albany) and a study of the extended community (Mississippi and selected countries with dissililar geographic features).

2. To show the relationship that exists between what is learned in all the curriculum areas of school and experiences in everyday living and preparation for career choice, through planned activities and experiences or through incidental teaching as the occasion may arise.

3. To instill the importance of continually growing in self-knowledge and development as prepartion for futurecareer selection.

4. To develop the realization that we can better understand and assess ourselves as we observe the manner in which our family, peers, and others react to us and by our everyday relationship with these people.

CONCEPTS

Intermediate, Fifth Year

1. People must make choices and solve problems.

2. Geographical location influences career opportunities.

3. Advances in knowledge affects careers.

4. Education and training affect career choices.

5. Jobs and skills can be related to different school subjects.

6. Self-knowledge, attitudes, values, interests, and activities as well as liabilities are important to the decision-making process.

7. Work and preparation for career choice is necessary for personal happiness and independence and the good of society.

OBJECTIVES

1. To develop an understanding that the progress and development of our country has been based largely on the ability of the explorers, the settlers, the colonists, and its citizens throughout its history, to make wise choices and to solve problems effectively.

2. To develop an understanding of how and why different geographic locations and conditions affect job and career opportunities, through a study of the different regions of the United States.

3. To create an awareness that as advances in knowledge occur jobs change in responsibility and requirements or may even become obsolete as new careers come into being.

4. To develop the realization that careers require both general and specific education and certain definite skills, and that it is important to find out about the kinds of skills and education necessary to qualify for certain job areas.

5. To provide the opportunity within the school curriculum for the acquirement of skills necessary to fully contribute to or participate in the world of work commensurate with abilities and interests.

6. To continue to give the child an opportunity to develop a positive concept of self:

A. Grow in ability to understand self as an individual who is unique and different from other individuals.

B. Grown in ability to understand his own feelings and the feelings of others in the environment.

C. Recognize problem areas and develop skills to cope with problems.

D. Recognize and accept limitations which cannot be changed.

E. Develop ways to cope with and overcome those limitations which can be changed.

F. Grow in development of independent analysis of needs.

7. To help students learn to value the dignity and importance of all types of work and skills that contribute to the positive overall welfare of our society.

SUGGESTED PROCEDURES, TECHNIQUES,
EXPERIENCES, AND ACTIVITIES

Primary, Part II

Man's Relationship to His Environment

A. Orientation to School

B. Where Do I Live?

1. My Community
2. My Family's Role in the Community

1. From the very beginning, when giving instructions or making explanations, stress the importance of establishing good listening habits and being alert because "it is not only important for knowing what to do now, but will also be very important in your life's work in the future."

2. At every possible opportunity, explain to and remind students that one of the most important reasons for attending school is to prepare for their future career, and all the skills and behaviors learned in school are in preparation for this.

3. Make name tags and select students who have attended your school already to serve as guides. These tags could be made during art, language arts, or social studies periods.

4. Have the students make drawings to illustrate desired behavior in the various areas of the school, as work areas, playground, corridors, cafeteria, auditorium, etc. This activity would lend itself well to art, language arts, or social studies.

5. As school personnel are introduced to the students, study the different careers they represent by inviting them to talk informally about their jobs with the students.

6. Allow rotating groups of students to dramatize desired behavior in various school areas, while the other students serve as the audience. Involve every child in at least one dramatization.

7. Draw up a team constitution. Get suggestions from homerooms and let a committee combine them.

8. Assign school tasks to all children and stress the importance of the responsibility that each child has and how important it is that he live up to his responsibility, for his own personal satisfaction in having done his job well and for the well being of himself and others--others are depending on him. Rotate assignments so that each child can have the responsibility of as many tasks as possible.

9. After several weeks of school have a discussion of the different school tasks in which each child, that desires to do so, is allowed to tell about the tasks that he likes best and why, if he knows. This could be a very important self-analysis experience.

10. Have each child find out all he can about the careers (including that of homemaker) of his parents and report orally to his classmates and/or invite his parents to school to talk about their work. If parents come to school in this capacity, they should be asked to wear their work uniform or the kind of clothes they usually wear to work. The following outlines could be used for student reports on parent talks:

Parent

I. Statement of career and description of job tasks and responsibilities

II. Why I Work

A. Support family
B. Supplement family income
C. Personal satisfaction
D. Service or goods provided community or extended community

III. Other careers in the community that my job depends on, and other careers that depend on my job

IV. What I like best about my work

V. Training and education required for my job

Student

I. What my mother/father is

II. What he/she does at work

III. Why she/he works

IV. How her/his job helps people

V. The kind of training she/he had to have to do her/his job

11. If the parents of your students do not represent all the careers in the community invite others who are representatives of as many of the remaining careers as possible, following the suggestions for activity 10.

12. When students report on the careers of their parents, allow them to wear a costume uniform or clothes of the type their parents wear to work. Costume uniforms could be a project for art class --policeman's cap, fireman's hat, cook's hat, etc.; or these could be borrowed from the parents.

13. Help to dignify all types of work by the attitude you display toward and the recognition you give to all careers discussed or studied.

14. In music class sing happy, lively songs about work in general and different kinds of work.

15. Allow free, independent reading about different careers, in library books or stories in supplementary readers.

16. Read stories about work and different community careers to the children.

17. Have students ask their parents how they use math in their every day life and in their work and report orally to their class.

18. Have students to ask their parents how knowing how to read and write and speak well, helps (or would help) them in their job.

19. In teaching math, use as many story problems involving real life situations as possible. Whenever practical, allow students to make up their own problems or to use math to solve actual problems that arise in the classroom or at home.

20. Have a hobby show. Encourage each child to bring his collection or collections to school and/or tell about some of his favorite activities (Things I Like to Do Best). In discussing the exhibits and different activities, point out the fact that people like to do different things because while people are alike in many ways, in other ways, they are very different. Also, point up the fact that people can and like to do many different kinds of things. This activity can be used in speech, reading, language arts, art, and health.

21. In music class, ask those who have special musical talents to present a recital for the rest of the class.

22. As a spelling activity, have each child learn to spell his parents' occupations, as industrial sewing machine operator, lawyer, utility lineman, minister, plumber, nurse, doctor, truck driver, professional cook, maid, heavy equipment operator, garbage collector, etc.

23. Study good grooming habits in health science by discussing and allowing the children to dramatize The Way We Get Ready to Come to School.

24. As a basis for developing good manners, discuss The Golden Rule. Then, under your direction allow the children to dramatize the use of good manners in a number of social situations. Examples: table manners at home and at school; standing in line at water fountains, in the cafeteria, and at the movie theater; making introductions, taking turns, walking on the right; holding doors open for those behind; covering your mouth when you sneeze and cough, whispering in quiet areas, etc. This would be a good activity for speech, language arts, or social studies.

25. In physical education, discuss and make posters representing good eating habits, enough sleep, enough physical exercise through work and play, etc.

NEW ALBANY

Fourth Year Students

I. Location
II. History
III. Life in New Albany Today and Long Ago
IV. Government
V. Comparison with Other Communities
VI. Important Events

1. Ask the students whose parents work in New Albany, Union County, or immediate surrounding area, to invite their parents to come to school and tell about their work and training and skills required for it. They should come dressed for work and should relate how our geographical location, climate, natural resources, and natural and man-made features, such as the river, lakes, highways, and railroads affect their job, if this is relative.

2. Let the children make a bulletin board with the title Careers of Our Parents. Suggest they use illustrations, pictures, or photographs with captions such as: Nurse, Becky's mother, Bill's mother. Change the board every few days and use it long enough to display the career of every child's parents. This could be a team wide or class activity.

3. List the kinds of goods and services provided by our downtown area and the careers connected with these.

4. List the goods provided by the country area surrounding the town of New Albany and the careers connected with these.

5. Discuss the growth of shopping centers in New Albany and the new jobs created by this.

6. Discuss how the workers of New Albany and the workers of Union County are interdependent.

7. Ask the children whose families have lived in the area for a long time, to try to find our when their ancestors came here and what kinds of work they did. During a class discussion, relate the hard work of ancestors and early settlers to progress.

8. During a study of shelter today in New Albany, (a) discuss the duties of workers who build houses, (b) ask representatives of the different building careers to come to school in work clothes and discuss the responsibilities of and the training and skills required

for their jobs - carpenters, carpenter's helpers, brick masons, etc. Ask these people to especially explain how they use math in their work, (c) visit a house construction site to allow children to observe these workers on the job.

9. Try to take field trips to observe at least one occupation representative of every parent on your team, especially those occupations your students are least familiar with.

10. Make a spelling list of all the different career names of all the parents of children on your team. If the list proves to be long, several assignments may be taken from it.

11. Draw a mural to show a house raising, quilting party, corn husking, and other activities of the settlers of New Albany. Use this as a springboard for a discussion of how people long ago worked together. Then, discuss some ways people in New Albany today work together for their common good.

12. Discuss how our need for food creates jobs for many people. Make a list and/or display of food related careers.

13. Ask representatives of food related careers to come to school in their work clothes, to talk with the students.

14. Take the class to a local supermarket to note the many places our food comes from and the different workers in the market.

15. Have the students find where the food they had for breakfast was grown or produced and the workers involved in its preparation.

16. Ask a student to interview the Public Health Inspector about the responsibilities of his job and the preparation required for it. It would be good to have this interview taped, if the party involved is agreeable.

17. List all the factories in our area that make clothing and the articles of clothing made in each. Arrange for samples to be shown in the classroom. Visit one of these factories.

18. Discuss the effect on the economy of New Albany that the clothing factories exert.

19. Discuss and/or make a display concerning the different careers created by the production and distribution of clothing--farmers, processors, designers, pattern cutters, industrial sewing machine operators, tailors, promoters, fashion models, advertizing, buyers, retailers, sales clerks, etc.

20. Ask Gayle Kirkpatrick, New York fashion designer from New Albany or his mother to come to school to discuss his career and show some of his designs.

21. Collect and display brochures from the clothing factories in the area.

22. Discuss the interdependence of New Albany and the rest of the world. Make a list of all the jobs in New Albany and the goods and services they provide.

23. Make a collection of items made in different factories and plants in New Albany. Arrange these in a display. Articles too large for display can be represented by pictures of photographs.

24. Read stories about pioneer people and their work. Discuss why fewer people can produce more than in days of long ago.

25. Make a bulletin board and toy display showing modes of travel available in New Albany. Then, ask a bus driver, truck driver, train engineer, and an airplane pilot to visit the class in work clothes and talk with the students about their jobs--skills, and education needed, responsibilities, etc.

26. Ask persons who represent newspapers, radio, television, magazines, and the telephone company to come to school and discuss career opportunities in each area of communication. This would be a good activity for either language arts or social studies.

27. In physical education (a) discuss how recreation and rest from work are necessary to renew strength and interests of workers, (b) discuss how we must learn to make wise choices for using leisure time, (c) discuss how people have more time today because of labor saving equipment, (d) make a list of places in New Albany where people can go for recreation, (e) discuss ways that girls and boys can help take care of recreational facilities, and (f) learn a new game to teach to your physical education group at school.

28. In physical education list some pioneer activities that were fun as well as work. Suggest to the students that they get their family to cooperate, and instead of watching T.V., plan and carry out some family activity, as pioneers did. If they are successful ask them to share their experience with their classmates. The latter part of this activity could be used for a speech class.

29. In language arts, have the children write a story about some type of pioneer family recreation, such as a house raising, quilting bee, or spelling bee.

30. List workers in each of our community institutions--schools, churches, library, banks, and hospital. Ask a representative of each institution to come to school to discuss their duties and qualifications.

31. Visit the banks and ask somebody there to explain to the students the services they provide other than saving our money.

32. Invite representatives of city and county government to come to school to explain their responsibilities and qualifications. Set up a team government. Elect a mayor, council, etc.

33. In language arts, have the students write stories about the work of firemen and policemen.

34. Allow students to illustrate stories written about careers and work in art classes.

35. Allow students to write a song about work in New Albany, under the direction of and help of the music teacher.

36. In health/science read stories that promote a good self image, foster an understanding of self and others, stress the importance of good grooming and good health habits, and encourage good manners.

37. List the health related careers in New Albany and ask some of these people to come to school to talk to the children.

HUMAN VALUES, RIGHTS, AND RESPONSIBILITIES

INTERMEDIATE FIFTH YEAR STUDENTS

I. Values
II. Rights
III. Responsibilities
IV. Our Flag
V. Pledge
VI. Our National Anthem
VII. The Statue of Liberty
VIII. American Patriots
IX. Historic Places
X. Patriotic Holidays
XI. Government
XII. Our Capitol City

1. Point up the importance of each class member by presenting a hobby and talent show. Before, after, and during the show discuss the importance of each class member and how the likenesses and differences of people make our school and country more interesting. This activity could be used in all areas of the curriculum.

2. Make a class or team bulletin board and table display illustrating the hobbies and talents of some famous women and men who have made outstanding contributions to our country. Allow the students the responsibility of deciding which persons will be displayed. A committee could present a slate of names from which the class could select four or five out of ten by secret ballot. This would be a good election year activity. It would be well for the candidates to be presented a week in advance so that the class members would have time to do some research that would enable them to make a wise choice.

3. Stress the importance of group endeavors, in which people cooperate to attain a common goal, by making a bulletin board to illustrate the various contributions to a project. Example: The recent moon flight, Apollo XV--scientists, design and construction engineers, astronauts, ground controllers, tracking engineers, recovery personnel, etc.

4. During any group or committee project, find some contribution that each member can make to the overall project. Recognize and brag on the different talents of the students, and continue to discuss how the many and different talents of people makes life more interesting and better.

5. Invite the parents of the students in any class to come to school (one at a time), as soon as possible, to tell the students about their careers, wearing their work clothes. At the conclusion of each informal talk, allow students to ask questions.

"Plant" these questions with the students:

1. How has what you learned in school helped you in your work?
2. How do you use math in your work?
3. Do you need to know how to read on your job?
4. Are good grooming and good manners important for your job?
5. Do you need good health to do your work well?
6. What scientific knowledge or inventions do you use in your work?
7. Does an appreciation of art, music, and literature help you (or would it help) enjoy your leisure time more, and therefore make you a healthier and happier worker?
8. Do you think an appreciation of the fine arts helps you to enjoy and better understand people?

These questions could be submitted to the parents ahead of time, giving them time to collect their thoughts.

6. Hold a class or group discussion around the theme, "What My Country Would be Like if Everyone in It Were Just Like Me."

7. Keep a scrapbook of articles and pictures illustrating that people must respect the rights of others.

8. During a study of human rights, use a study of the elections, to point up the importance of decision making and wise choices based on careful study of information and the responsibility attached to the right to vote. This activity could culminate in a mock election.

9. Write a paragraph in language arts on the title, "Every Individual is Important."
10. Discuss the importance of every student having the best education to suit his needs possible, so he can become a happy, self-supporting, contributing member of our country.

11. Read "The American Creed" by William Tyler Page to the students--reading, language arts, social studies.

12. In math, use as many reading and classroom situation problems as is practical.

13. In health/science, stress good grooming.

14. In each area of the curriculum whenever the occasion may arise, discuss career opportunities that pertain to that particular area. Examples: Art--Commercial artist, Interior Designer; Physical Education--Physical Education Instructor, Professional Baseball Player; Music--Professional Singer, Bank Instructor; Health/Science --Dietician, Astronaut; Math--Accountant, Civil Engineer; Language Arts--Lawyer, Television Announcer; Social Studies--Senator, Welfare Worker.

15. During a study of the agreements made between countries, how countries work together, and the United Nations, allow a few of the students to find out what the duties and responsibilities of an ambassador is and the preparation needed for this type career?

16. During a study of our flag and/or making a U.S. Flag in art, read about Betsy Ross and discuss how her work has contributed to our country.

17. When studying The Pledge of Allegience, discuss one of the important meanings of liberty--the right to make our own personal decision about the career we will choose, according to our interests, abilities and preparation.

18. In music, sing and study "The Star Spangled Banner," and bring out the fact that when Francis Scott Key wrote this song, he was working--work which made a contribution to our country. This presents an excellent opportunity to remind students that work takes many forms.

19. Study the design of the Statue of Liberty in art and use this as a take-off on a study of the different design careers--industrial designers, architect, interior designer, fashion designer, etc.

20. In reading, language arts, or social studies read about these famous Americans: Christopher Columbus, Benjamin Franklin, George Washington, Abraham Lincoln, Sam Houston, Henry Ford, John F. Kennedy, George Washington Carver.
Report orally on the work they did to contribute to the well being of our country.

21. Make a list of well-known people who have come from our state and the work they did to contribute to our country.

22. Make a list of famous people who are living today and the work they are doing to contribute to our country to our country.

23. Learn the Preamble to the Constitution and discuss how the dignity of the individual is brought out in it.

24. In language arts write a theme on "What I Might Like to Be When I Grow Up."

25. Report on Pierre Charles L' Enfant in language arts. In art, study architecture as a career.

26. In math discuss how an architect uses math in his work.

27. Read about the building of the White House.

CONCEPTS

GRADES 6 - 8

1. Positive attitudes toward all types of socially useful work are important.

2. Awareness of careers within the community, state, and nation is important.

3. Individual differences suit people for different careers.

4. Training requirements for skilled workers have increased and is an on-going process.

5. Jobs are classified according to responsibilities required, and these responsibilities change as needs demand.

6. Career choice is not necessarily final.

7. Career knowledge and self-knowledge (and the relationship that exists between the two) are essential in making wise career choices.

8. Long range career planning in broad fields can develop at an early age and help determine a suitable approach for further study.

9. Career choice affects life style.

OBJECTIVES

1. To reemphasize the attitude that a career cannot be classified as good or bad depending on the type of work done and the amount of training necessary.

2. To create within the student a realization that an individual's attitude toward his own career can affect his success in that career.

3. To review career opportunities in the local community.

4. To study careers that are available in other areas of Mississippi.

5. To create a general awareness of career opportunities in the United States according to different regions.

6. To help students realize that each person possesses some characteristics which are common to many people; but he also possesses many characteristics which make him a unique individual.

7. To help the student understand that not all people are suited to the same type career.

8. To arouse within each student a desire for self-exploration.

9. To instill in the students the fact that the number of jobs that require technical training have greatly increased in the last two decades.

10. To help students understand that in any career, training or continuous learning is an endless process.

11. To impress upon the students the fact that jobs for those with specialized training are in more demand than those requiring little or no training.

12. To help the student understand that careers fall into categories according to the type of work done and that careers within these categories are classified according to responsibilities required.

13. To provide experiences for students to see first hand how careers are classified according to responsibilities.

14. To provide situations whereby students can witness a change in career classification of a person because his responsibilities have of necessity changed.

15. To inform the students that in an average lifetime a person changes careers five times and that the major reason for this is lack of meaningful self-analysis and lack of opportunities to explore many career choices before entering the world of work.

16. To develop the idea that some people are suited to more than one career and could find success in any of several career choices.

17. To provide numerous activities which will permit the students to explore as many career choices as possible.

18. To make the student aware of the fact that there are many facets of a career to be considered in order to avoid hasty decisions.

19. To provide some means of meaningful self-analysis to each student whereby he can evaluate his interests, aptitudes, and achievements in relation to the career choices to which he is exposed.

20. To provide personal referral for students who have a broad insight into their career futures so that more intensive study and advice may be sought through the counselor, career coordinator, or other sources in the community.

21. To provide opportunities for students to observe people in several different careers and contrast the effect their career has on their life style.

22. To show that careers affect many phases of one's life patterns.

23. To emphasize that different people are suited to different life styles just as they are suited to different careers.

SUGGESTED PROCEDURES, TECHNIQUES, EXPERIENCES, & ACTIVITIES

Any Subject Area: Make a bulletin board using pictures of people involved in many types of careers. Discuss how each career contributes to society. (The careers could be general or those that apply to a particular subject area.)

Any Subject Area: Point out that it has only been approximately 10 - 15 years that it is necessary to have a degree in order to teach school, and that courses must be taken continually to keep a license up to date. (Requirements change and learning is an ongoing process.)

English: Reports on careers available in our community, our state, or a particular areas of the United States.

Debate: Need for (certain career) in our city.

Make a study of careers involved in the printing of a newspaper. This could be done as a research project or discussion in class with the use of briefs, tapes, etc. Better still, visit a printing office to learn what jobs are involved and then simulate these jobs in class and "print" a newspaper of career choices. (Point out that as subscriptions increase, demand on each persons time will increase, thereby, creating jew jobs).

Research papers on personalities such as Ben Franklin or Thomas Jefferson who was successful in several careers. (or more current personalities)

Social Studies: In Miss. History, as different areas of the state are studied, the students could write to the Chamber of Commerce or Development Associations to secure information about careers available careers through the use of tapes, briefs, filmstrips, etc. available from your career information center.

In a study of the Industrial Revolution, do a "take off" on the invention of the cotton gain. This could involve a visit to a local compress (or gin) where arrangements might be made for the students to actually help gin a bale of cotton. Trace the cotton back to its original source, picking up career possibilities on the way: e.g., truck driver, cotton picker, crop duster, cotton farmer, seed dealer, wholesaler, etc. (Or you could go in the other direction and follow the cotton to a finished product).

Man Learning to Live with Man: Have persons of contrasting careers visit class and let students ask questions about such things as: amount of time spent at home, where they live, how long they have lived in that place, civic clubs and organizations to which they belong, number of children, etc. Contrasts might be discussed such as: persons in business for themselves tend to remain in one place longer, people in political positions

tend to be more active in civic work, factory workers have more time with their families than those in managerial positions. This sould be preceded by a study of career briefs, etc. before each person visits class in order to stimulate discussion.

Mathematics: Reasoning or Word Problems: Some find it easier to work math if it is in numerical form rather than reasoning word problems. Point out careers which would involve each of these, such as cashier, clerical worker who is required to do simple machine operations. (Machines could be brought into class for hands-on experience). In contrast, accountant, computer programmer, all types of engineers.

Industrial Arts: Visit a local factory which is involved in training programs for its employees. (Training is an ongoing process).

Science: Space Exploration: Point out the impact Sputnik had on the fields of science and mathematics, and study some of the careers which emphasis has been placed upon since that time. A field trip to Red Stone Arsenal would be invaluable. (Should be planned well in advance).

Home Economics: Grooming & Clothing: Emphasis could be placed on how one feels about his appearance might influence his attitude toward himself. Have beautician, cosmetician, fashion expert, etc. visit classes and explain their jobs and the role they play in self-image.

Any Subject Area: Students may be referred to counselor or career coordinator to make further studies in broad areas of interest to him. Arrangements could be made by these people for additional activities as the need arises. (The number of students who develop this degree of interest should be, or normally would be, very limited in the middle school grades).

CONCEPTS
GRADES 9 - 12

1. As careers change one must adapt to these changes.
2. Career Education or training is a continuous process.
3. Attitudes of respect for employers and fellow employees is necessary.
4. An important relationship exists between high school courses and one's life work.
5. Knowledge of techniques used in applying and securing a job is essential.
6. Students should be in a position to formulate general areas of career interests based on career information and self-analysis.
7. Based on general areas of interest, tentative plans can be made for future education or training.
8. The respect of all careers is important.
9. The imparting of career information through the subject areas is a necessary function of the school.
10. A first hand knowledge of people in particular careers could prove valuable.
11. Actual student participation in a job could help a student become more familiar with certain careers.
12. The wise use of leisure time leads to fulfillment of self in a rapidly changing, technological society.

OBJECTIVES
GRADES 9 - 12

1. To acquaint students with changes in careers as brought about by new knowledge, economic conditions and other situations which may arise.

2. To make the student aware that additional education and re-training are essential in some of today's careers.

3. To develop attitudes of respect and cooperation for one's career and the people with whom you work.

4. To point out how high school courses can prepare the student for a career.

5. To instruct the students in the specific details for securing a job.

6. To assist the student in every way possible to find out about careers in which he is particularly interested.

7. To refer students to the counselor for information concerning schools, colleges, and other training programs.

8. To develop a realistic attitude toward the dignity of all work and workers.

9. To inform the students what careers are available with relation to particular high school subjects.

10. To include in the student's educational experience contact with workers on the job.

11. To simulate work experiences as a means of career exploration.

12. To be able to use leisure time wisely and pursue those activities in depth which are in keeping with his interests and abilities.

SUGGESTED PROCEDURES, TECHNIQUES, EXPERIENCES & ACTIVITIES

English: Why Study English: "Why should I study English? I'm going to be a plumber. What good will it be to me? I'll be using my hands most of the time anyway." Many a student has argued that way to himself as an excuse for not learning the correct way of speaking and writing the English language; but it is a false argument, as many former students have learned to their dismay, for it does pay the manual laborer as well as the salesman to study English to know how to speak and write correctly. In the course of a busy day a plumber or most any occupation directly involves the use of English.

In English a study of how to use the telephone directory, keep address books, file, use correct letter form, use banking forms, write checks and send a telegram could be included. Most individuals need a knowledge of the above items.

Proper attitude towards one's work, employer, and fellow employees could be discussed.

The interview and letter of application are important items with reference to using English on the job.

English classes could interview their fathers, mothers, and other employed relatives to learn their reasons for choosing a particular career. The results could be tabulated and discussed to see what factors might influence what a person does for a living.

History: Problems of an Industrial Nation: A discussion of the technological and economic changes with reference to the demand for skilled workers, higher wages, improvement of working conditions, formation of unions and strikes and boycotts lends itself to a career discussion.

All of the above are still present today in industry. Students could be required to bring in current events clippings from newspapers or magazines or give oral reports concerning the relationship the above mentioned things have on many different careers in our economic society today. The changes brought about by technological advances have created new jobs and eliminated some as well. The ideal of training and re-training can be brought in here.

The agricultural revolution can be discussed with reference to our present scientific methods of agricultural research. Thousands of careers are available in the field of agriculture because means of producation and machines have become more numerous and more complex. Also, some areas of agricultural work have been eliminated.

Diferent methods of transportation and the careers available in this area can be brought into a discussion.

The psychological and sociological aspects of an individual's life could be discussed with relation to particular careers.

Students could interview teachers, policemen, and auto mechanics in the community. They asked each person what led him to enter his particular career. Tabulations could be compared for the three kinds of careers.

In a high school American History class time could be spent in learning about the development of division of labor in the U. S. from revolutionary times until the present.

Students could interview parents and neighbors about the number of different addresses they have had since leaving school and how many times the move had been due to changes in jobs.

Have students interview adults in the community, prepare a list of questions concerning how the individual came to his present occupation.

Government: A general statement of the unlimited employment opportunities with local, state, and national governments could be included in the introductory comments about government.

How to seek and find employment in state civil service would be valuable.

How to seek and find employment in national civil service could be included.

Almost every topic in a government book is closely connected with hundreds of occupations. As a regular part of the class lecture or discussion, these careers could be included. If possible, invite some local area governmental employees to talk to the students.

This is a partial list of careers available in the Government Service:

U. S. Postal Service
Federal Bureau of Investigation
National Park Service
Fish and Wildlife Service
Bureau of Mines
Bureau of Indian Affairs
Tennessee Valley Authority
Agricultural Research Service
Soil Conservation Service
Rural Electrification Administration
Farmers Home Administration
Consumer & Marketing Service
Bureau of the Census
National Bureau of Standards
Patent Office
Maritime Administration
Bureau of Labor Statistics

The Women's Bureau
Social Security Administration
Public Health Service
Office of Education
Federal Housing Administration
Federal Transportation Safety Board
Federal Aviation Administration
Federal Highway Administration
Federal Railraod Administration
U. S. Coast Guard

If you would like to have information on any of the preceding, please notify the career coordinator well in advance. Governmental agencies are usually good about sending material, but it does take several days.

Speech: How to Research Material for a Speech: Have your students prepare a speech encouraging a particular industry to build a plant in New Albany. Find out what type skills will be needed in the new industry. Find out what new job areas will develop. Perhaps a good approach would be to contact some already established industry and find out how they went about getting started in New Albany, and how they went about getting their employees.

Topics on Radio and Television speech lend themselves to several activities. For students particularly interested in radio or T V broadcasting visit the local radio station or a radio or T V station in the area. This will give the students an opportunity to talk directly with radio and T V commentators. The commentators will be able to tell the students who they got started and what training is necessary. If a visit is not possible, perhaps someone could visit the school to discuss radio and T V speech with the students. Although not directly a part of the speech program, the other jobs in the radio and T V industry, such as engineers, could be mentioned.

Set up a simulated radio or T V talk show with student participants.

Dramatics lends itself to many possible career choices. If a school play is presented, this could be an excellent opportunity to bring out the many careers open in the theatrical business, lighting technicians, sound technicians, etc.

A speech class could interview a random number of adults, asking each one about his work and level of education and how the latter influenced his career development. To see what affect education had upon career development could be valuable to young people in various stages of career planning.

Maroon and White Staff: Members of this staff could interview members of the preceding graduation class to see who is employed in community and to see what colleges others are attending. This information could be published in the school newspaper.

Home Economics: Most any unit in a home economics course lends itself to relating career information. A unit on clothing, for example, brings up the careers of fashion design, pattern making, chemists, and hundreds of others.

A unit on food would lend itself to study such occupations as dieticians, commercial cook, etc.

Mathematics: A group of high school math students could study the decision making process. They could begin by examining advertisements with a view to investigating the nature of proof. This could lead to the study of other logical principals. Finally each student could attempt to develop a reasoned career choice. Each could note critical points at which logic and problem solving techniques were difficult to career choice.

Students will be given problems in math which necessitate demonstrating the ability to compute percentages with regard to "mark-up" prices from wholesale cost to retail price.

Students will demonstrate knowledge of the inventory process through activities involving a simulated grocery store arranged in the classroom.

Students will assume the role of cashier using a cash register to demonstrate the ability to make correct change in real money exchange for purchases made by other students' role playing as customers.

Students will be presented written problems to complete demonstrate correct adding order.

Students will demonstrate knowledge of wise buying in quantity by means of their choice of items which are marked 3/$1.00 or 35¢ each.

Science: Show how the scientific method might be used in making a particular career choice.

Have students clip help wanted advertisements from a big city newspaper or contact some corporation in some field of science. Discuss the importance of scientific occupations in national and international affairs.

Ask a representative of one of the local health services to speak to the class on the applications of science in his field.

The microscope has unlimited uses in almost every area of science.

Business Education: Most any area of study in a business education class lends itself to possible careers. Business teachers have for years been relating their subjects to real life situations.

Any Area: Students could indicate their major school and out-of-school interests. They could also indicate the kind of experience they had with each interest. A discussion could follow as to how experience or the lack of experience could affect career choice.

CAREER RELATED INSTRUCTIONAL PROCEDURES

This section contains activities developed by the teachers and the career project staff. Only a few examples are given here. Two booklets were compiled and printed which contain hundreds of Career Education activities that were actually done by the teachers and the career project staff.

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Speaking	**Discuss filmstrips — emphasize necessity for work.** **Make up stories about being useful.** **Discuss:** **1. Basic needs of families.** **2. How and from where we get the things we need.** **3. The nature of parent's work-hours - environment - tools.** **Children dictate stories and charts to be recorded by teacher. (Possible subjects)** **1. "Helping at Home"** **2. "Helping at School"** **3. "My Family Works Together"** **4. "How I Get My Food"** **5. "How I Get My Clothing"** **Role playing activities:** **1. What my parents do.** **2. What I want to be when I grow up.** **3. Use flannel board figures to stimulate discussions about various community workers.**	**Flannel board cut-outs.** **Elementary Career Materials** **1. Members of the Family** **2. Community Helpers** **3. Community Workers**
Writing	**Children dictate rules for living together at school to be recorded in manuscript by teachers.** **Make drawings to illustrate desired behavior in various areas of school.**	

SUBJECT Language Arts GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Writing	Children observe as teachers and older children make captions for drawings illustrating desired behavior in various areas of school. Draw pictures of people who work in our school. Observe as teacher or older children write captions on drawings. Draw pictures of family members at work. Draw "When I Grow Up." Children observe as dictated charts and stories are recorded by teacher.	
	(Level 1)	
Listening	Read stories to children about different occupations.	I Want to Be Books Material, Career Center
	Take listening walks for occupational sounds.	
	Listen to riddles about occupations and let children guess what they are.	
	Read to class the story "Gone is Gone" to show what happens when people do not do what they are best fitted to do.	"Gone is Gone" story
Writing	Copy experience chart stories about workers seen on field trips to plants, etc.	Pencil and paper

SUBJECT Language Arts GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	Write simple sentences about pictures of baseball men, spacemen, doctors, cowboys which the teacher has given them.	Pictures of career people
Speaking	Have children dress as their parents do when they work and have them tell about the kind of work their parents do.	
	Have children act out situations such as: 1. An emergency 2. A football game 3. Eating in the lunchroom, etc. Discuss what each "worker" does. These would include doctors, nurses, telephone operator, refere, coach, lunchroom workers, farmers, etc.	
	The children could be a room librarian, water the plants empty wastebaskets, etc. and discuss his job with the class.	Furniture and materials in the classroom
	Use Flannel Board on The Farm and have children discuss the work and workers on the farm.	Flannel Board on The Farm
Listening	Listen to the record which goes along with the filmstrip "Fun on Wheels."	Fs 12 "Fun on Wheels" "Energy at Work"
	Also listen to the reading of other filmstrips which are about machines and related careers.	"Machines" "Electricity" - 110
	Listen to stories about inventors.	R 6 "Casey Jones and Other Railroad Songs"

SUBJECT Language Arts GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Dividing the Work Everyone does not do all the jobs, but each person undertakes a certain job. This gets jobs done faster and better. When a person specializes, he depends on other people for the other goods and services he needs.	Read "Pete's New Clothes" or listen to the recording. Read "Gone is Gone". Discuss how confusing it would be if everyone did all his own work at home. Discuss various jobs children do at home. Bring out these points: Why is it important that children help at home? Shy is it better that father and mother assign the jobs? Why do you obey your parents rather than other parents? Why do you have to mind older brothers or sisters when parents are gone?	
Leisure Time People can choose to use their free time to do more work or play or have a hobby. Because time is limited one has to make choices as to how to use free time. Some people may not have time or money for recreation or hobbies.	Make drawings showing your hobbies or what you would like to do for a hobby. Invite parents to come and discuss interesting hobbies. (Librarian, artist, musician, boy or girl scout leader, science consultant to tell about studying nature, member of a garden club) Make a display of things made at home, as models, doll clothes, bead work, etc. Read "Barnaby Jonathan Jaws".	

SUBJECT Language Arts GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
People want more and more. Since we cannot have everything, we must make choices.	Make drawings of things you would like to have. Call the exhibition, "I Wish, I Wish, I Wish". Write a short account of what you would buy with $5.00. Read, "A Week of Sundays".	
Stories About National Parks	Discuss the careers of caretaker, forest ranger, and fire watcher.	
Today in History, Oct. 4, 1957--Sputnik was launched by the Russians	Discussion of careers in space.	
Creative Thinking	Booklet on "What I'd Like to Be".	
Creative Writing	Story on "Why People Work".	
Spelling	Select career books from the library and choose spelling words from these books.	Mrs. McCafferty, media center specialist, should visit the class and discuss the book.

SUBJECT Language Arts GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	The words should describe a career the child picked.	Career Books
Library Study	Go to library and write titles of career books. Compile for each student a book list. Spelling from the titles.	Library
Spelling		
Dictionary	Use the dictionary when studying careers and look up specific terms involved in careers.	Dictionary
Poems	Write a poem about a particular career and then use the words for a spelling list.	
Rhyme	Think up words that rhyme with describing words that match a career. Do not use any sides for spelling. Then check the spelling of the describing words.	
Speaking		
Giving Oral Report	Using an overhead projector show a paragraph describing a specific career. Let different children read paragraph out loud and the class discuss the job.	

SUBJECT Language Arts GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Problem solving	Use Visiting the Farm and Bendable White and Black Family and write a number sentence to illustrate each.	AK 21 Visiting the Farm AK 8 Bendable White and AK 9 Black Family
	Talk about different kinds of work on each page of the text.	Modern Mathematics, pages 90, 91, 92, 111, 149.
Measurement:		
Inches	Use ruler in tool set and measure strips of wood and cut with saw.	AK 16 Senior Carpenter's Tool Kit
Liquid measure: cup, pint, quart	Talk about the milkman.	Modern Mathematics, pages 117-119 131-134, 138-140.
	Talk about the grocery store.	
	Play game "Grocery Store."	Plus, page 59.
Money	Play game "Shopping."	Plus, page 58.
Adding and subtracting	Show: buses, boats, airplanes, helicopters.	Modern Mathematics Through Discovery, page 106.
	Discuss the careers of: Bus drivers Skippers Pilots	
Adding tens Subtracting tens	Show: sets of tens	Modern Mathematics Through Discovery, pages 107-110.

SUBJECT Mathematics GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Counting by 2's to 100, 5's to 100, and by 10's to 100	Use "Community Helpers at Work" for children to count.	"Community Helpers at Work"
Structure and Properties		
Identify element for addition	Make number stories using different careers.	
Commutative property of addition	Use community helpers or workers to demonstrate addition of various numbers of objects to an empty set.	flannel board FB Community Helpers FB Community Workers Number stories Plus, page 71.
Associative property of addition		Postman Plus, page 74. Number Train Plus, page 74.
Numeration		
Numerals as names for numbers associated with sets	Use community helpers or workers, and numerals to show number, numeral association.	FB Community Helpers

SUBJECT Mathematics GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Friction and Energy Greater amounts of work require greater amounts of energy. More work can be done in less time when machines are used.	Collect toys, models, and pictures of tractors, bulldozers, power shovels, road scrapers, etc. Let children demonstrate machine operation and work they do. Discuss different ways of making paper deliveries.	Toy work machines
MAKING THINGS MOVE Sources of Energy in things- -battery -electricity -wind up -wind -gasoline	Discover source of energy in clocks . Discuss importance of clocks to workers. Invite an electrician to come and explain how electricity gets into buildings.	Clocks Record player Battery operated toy Wind-up toy Sail boat
Sources of energy in people-	Find pictures of people who produce various foods that give us energy.	Magazines
UP AND DOWN Force and Energy-	Discuss jobs that require much strength and jobs in which a machine does the work for man.	Fs 2 - Workers for the Public Welfare Fs 3 - Some Neighborhood Workers Fs 4 - Where Our Daddies Work Fs 5 - Our Neighborhood Workers Fs 7 - Fathers Work Fs 8 - Mothers Work, Too Fs 9 - True Book Community Helpers

SUBJECT Science GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Plants	Study occupations connected with plants--farmers, food producers, florists, forestry workers, paper mill workers, clothing manufacturers, medicines.	Concepts in Science, I, pp. 61-74. Science for Work and Play, pp. 87-106. Probe, pp. 212-213. "Plants - How They Live and Grow" p. 104. "Food", 062 "Johnny Appleseed" 005 "Plants and Flowers" 001 "Finding Out About Green Plants" 018 "Plants" 836
Animals	List careers involved with man's relationship with animals. Ex. veterinarian, game warden, farmer, dairyman, research scientist, zoo keeper, rangers that protect wildlife, fisherman, pet shops, show animal trainer, mink farmer, trapper.	Getting Ready, Gr. I., pp. 12-33 SCIS - Organism Concepts in Science I, pp. 75-94 Science for Work and Play, I, pp. 57-79 Probe, p. 258 "Different Kinds of Animals" 034 "Animals of the World" 011 "Animals and Birds" 001 "Finding Out About Animals" 019 "The African Lion" 036 "Forests of Tropical America" 039 "The Living Desert" 040 "Bambi" 042

SUBJECT Science GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
The Very Small	**How you can tell what is cooking on the stove without looking.** **Mother's work in preparing meals.**	
Heat energy causes air to expand	**Molecules of water change.** **Molecules at work. Motion of molecules.**	BOOKS What Does a Scientist Do?
Some individual particles of substances can be detected by taste and smell.	**Make a collection of things children can smell such as perfume, soap, flowers.**	I Want to Be a Scientist I Want to Be a Storekeeper
Molecules	Careers associated: Housewives, commercial bakers, cosmetic manufacturers, farmers, ecologists, construction workers.	Concepts of Science
Fuels at Work	Oil related careers: Scientists, pipe line workers, transportation workers.	
Sounds	Musicians, television industry workers, telephone workers, doctors, teachers.	
Darkness and Light	Electricians, engineers, radiation experts, men who study the sun, doctors.	
Plants	Farmers, food producers, florists, forestry workers, paper mill workers, clothing manufacturers, pharmaceutical workers.	
Animals	**Food associated careers.**	

SUBJECT **Science** GRADE OR LEVEL **Elementary**

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Solar System The Earth is one of the nine planets that travel around the Sun.	Study the work of Galileo. Then study the work of a modern scientist. (Astronomer) Discuss the difference between Galileo's workshop and a modern laboratory. Trace the progress scientists have made from the crude telescope to the present day observatory. Use role playing to show an astronomer at work. Plan a field trip to the nearest observatory. Scientists have studied the planets for centuries. These people have taken pictures of Mars. Scientists work requires observation communication, and measurement. Discuss each phase of his work. Have class draw pictures of scientists at work in the different aspects.	16mm film, "Our Mister Sun", Southern Bell Concepts In Science, Gr. 2, pp. 140-143 Science Through Discovery, Gr. 2, P. 91
The Moon is the Earth's Satellite	Astronauts have increased the knowledge of our moon. Talk about the training that is required of an astronaut. End the unit with a discussion on future colonization of our moon. Ask the children what community helpers would be needed for successful colonization.	Filmstrip, "Our Moon", Filmstrip House, Inc.

SUBJECT Science GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Basic Understandings Health and character is important for every worker.	Strengthen and emphasize certain health and character concepts which our democratic way of life demands of today's workers through a presentation of various careers.	B 27 - What Will I Be From A to Z? p. 1
	Courage, safety, and caring for own health. (airplane pilot)	B 27 - What Will I Be . . ., p. 2 B 13 - I Want to Be a Pilot B 13 - I Want to Be An Airplane Hostess B 22 - A Trip on a Jet BB 4 - Transportation (Airplane) Fs 9 - True Book Community Helpers (Airports and Airplanes. ALL AVAILABLE FROM CAREER CENTER
Cleanliness in handling food; pleasure in providing food	Baker Field trip to Hardin's Bakery Study other food service related careers. Ask a professional cook to come talk with the children about his work and training required for it.	B 27 - What I Want to Be.., p. 3 B 13 - I Want to Be a Baker Fs 5 - Our Neighborhood Workers (The Baker) Pi 10- Neighborhood Friends and Helpers (Delicatessen Helpers)

SUBJECT Science GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Families are Different	Make booklets of different types of families, including some families of other countries Let children find pictures in magazines of various types of Indian clothing. Draw and collect pictures of the way other families dress. Study the Indian family. Show film on Indian houses, food and clothing.	Our Working World -- Families at Work We Look Around Us, pp. 97-102. Drawing paper 058 Families Around the World 059 Families of Other Lands 155 Indian Houses 156 Indian Food 157 Indian Clothing
All Families Have An Older Person for Guidance	Draw pictures of the adults in their families. Discuss the work the adults in the family do at home. Do role playing of the adults in the family. Invite parents to talk to the children about their work. Write a report on the type of work the adults in the family do at home.	Drawing paper What I Want to Be From A to Z Your School and Neighborhood, pp. 21-22 Your School and Home, pp. 32-35. Families and Social Needs, pp. 25-29.

SUBJECT Social Studies GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
		Filmstrips: Families Around The World Families of Other Lands Where Our Daddies Work
Cities at Work	"The City and Transportation" Hollerville factory workers, office workers, traffic police. Story - "The Day the Wheels Stopped". Discuss careers in story: mayor, bus drivers, policemen.	Our Working World, page 200
To show jobs done by every family member whether in or out of the home.	Show Filmstrip "Family Members Work"	Filmstrip: "Family Members Work"
To stimulate children to think of ways in which they can help at home.	Let children make up their own verses and actions as they play the singing game "Mulberry Bush" Let children draw a picture of themselves doing some kind of work at home.	Social Studies Games and Activities Drawing paper Crayons
To stimulate children to think of ways in which they can help at school.	Play singing game "Mulberry Bush", substituting ways children can help in school.	

SUBJECT Social Studies GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
To foster understanding of the types of work mother and father do at home.	Let students, one or two at a time, come to the front of the room and pantomine one type of work that mothers and fathers do at home. The class guesses the type of work being pantomined. 1. The types of work that fathers do away from home might be pantomined. 2. The types of work children do might be included.	Social Studies Games and Activities
	Let students draw a picture of one parent doing some work at home.	Drawing paper
To foster understanding of the type of work that mothers and fathers do.	Have each child find out all he can about the careers of his parents and report orally to his classmates. The reports may be taped, so that the students may have the experience of hearing their own voices.	Tape recorder
	Read stories about work and different community careers to the children. Let students draw pictures of their parents at work.	I Want to Be . . . Books Drawing paper - crayons
	Prepare a series of cards showing the names of different occupations. Place the cards in a box and have each of the pupils draw a card. As he acts out the occupation written on his card, the other class members try to identify the occupation.	Index cards

SUBJECT Social Studies GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Means of Travel	Discuss train, airplane, bus, car, ships. Relate workers to each type of transportation. Read "How Do I Go?"	Your Neighborhood and the World Our Working World
Map Makers	Discuss Columbus and the early map making methods. Discuss modern methods. Surveyors Cartographers Photographers	Film: "Transportation in the Moslem World" Communities and Social Needs, Laidlaw
Map Symbols for Community	Relate Symbols (school, church, park, etc.)to the community helpers. Make a map of our community. Visit sites representing symbols.	
Regions of U. S.	Study regional products such as, oil, apples, cotton, corn, beef, fruit, coal. Make symbols to glue on a map of U. S.	Maps by Norman and Carlise
Great Bodies of Water	Discuss oceanographer, aquanauts, sailors, fishermen. Display pictures of each. Name and locate continents on globe. Discuss most important industry in each area.	We Look Around Us, Singer

SUBJECT Social Studies GRADE OR LEVEL Elementary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
General Overview	In Industrial Arts the students work in the various areas including woodworking, electricity, leather, ceramics, and plastics. In most of these areas they work on individual projects or experimenting in electricity. In working on their projects they work with drawings that they have made. These drawings are similar to those used by all types of industry. The skills that they learn in constructing projects can be related to almost any occupation or career from a shoe cobbler to a doctor. The Industrial Arts laboratory itself is arranged similar to most industry. It has travel lanes or safety lanes and danger zones around machines much like industry. In addition, at the end of each period there is a clean-up period where each person has a particular job. These jobs have varying degrees of responsibility. One of the jobs is that of Foreman. He's responsible for clean-up at the proper time and then seeing that all jobs are done correctly. The jobs a person does changes each week so that by the end of the year he has done all jobs at one time or another.	
Working Drawings	Make simple drawings to show the relationship to blue prints in architecture. Visit Drafting Department at manufacturing concerns Visit drafting class at Vocational School Field trip to Futorian where various careers in the upholstered furniture industry were observed.	Mechanical Drawing (I.A. No. 4) Transparencies American Occupations Series #4535 Draftsman #4536 Architect #4538 Landscape Architect J.O.B. Draftsman , Architect

SUBJECT INDUSTRIAL ARTS GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Electricity	**Experiments concerning Basic Electrical & Electronic Fundamentals.** **A. Electrician A.O.S. #4562** **B. Electronics technician J.O.B. Electronics Technicians** **C. Appliance Repairman O.E.K. #333 & 154** **D. Automotive Electrical Repairman** **E. Telephone Repairman O.E.K. #359** **F. Electrical Cars** **G. Radio & TV Repairman J.O.B. Radio & TV Serviceman** **H. Maintenance Electrician** **I. Electrical Transmission** **J. Radio & TV Technician** **K. Industrial Electrician** **Field trip to Master-Bilt**	The Wonderful World of Work The Electrician O.E.K. Electrical Engineers J.O.B. Electronic Engineers Industrial Careers Kit Electrical Careers Electrical Engineering Technician Electrical Household Appliance Serviceman Electrical Transmission Occupations Electricians Construction Electrician Electric Power Plant Occupations American Occupations Series #4562 Electricians
Woodworking	**Construct projects from wood using basic hand tools and machines.** **Visit cabinet maker** **Visit building trades class at Vocational School**	Industrial Careers Kit Woodworking Careers Construction Carpenter Cabinetmaker

SUBJECT **INDUSTRIAL ARTS** GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Book Reports	Read one biography. Trace the career development process of the person. Contrast personal characteristics of the person in the story with your own.	Biographies and Autobiographers from the Library.
Grammar	Nouns and verbs - Write two word sentences using only one noun and one verb. Use sentences which relate to careers, such as: Surgeons operate. Carpenters build.	English text.
	Have students write paragraphs about "What I Would Like to Be When I Grow Up." Pick out subjects and verbs using paragraphs above. List occupations on board and talk about them.	Career Briefs - (WORK or OEK) English Text
	Prepositions and Prepositional Phrases - make sentences using prepositional phrases about jobs - Examples: with his employer in the bank by a waitress in a supermarket from the gas station attendant in a laundry at the hospital without agriculture into a coal mine about the newspaper	

SUBJECT Language Arts GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	Basic Sentence Structure - Stress the importance of recognition of basic sentence structure in the business community. Invite a local businessman, secretary, or business teacher to talk to the class.	Business Careers Kit American Occupations Series #4549 Stenographer Secretary Typists Are You Looking Ahead? (Filmstrips) "How About Office Work?" Daily Office Procedures (Slides)
	Watch for incorrect usage of grammar in newspapers, magazines, on radio and television, and speakers you hear.	
	Alphabatizing - keep an alphabetical card file of careers discussed as the year progresses.	Index Cards Card File Box
	Verb tenses - emphasis on correct usage in oral and written communications in all careers.	
Outlining	Outlining emphasizing different types of jobs. This lends itself easily to topics, sub-topics, i. e., salary, training, etc. Follow-up study with in deph study of an occupation that the students are unfamiliar.	Occupational briefs for classroom use as needed.
Vocabulary Building and Spelling	Define and learn to spell words relating to careers, such as: optician, therapist, interpreters, hygenists, veterinarians, podiatrists, chiropractors, pediatricians, pharmacists.	Career briefs as reference in defining.

SUBJECT Language Arts GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	Read stories and notice jargon peculiar to different fields of work. Begin keeping a list of words fitting all areas, i.e., surname, vocations, avocation, interview, application, etc. Stress importance of correct spelling for better communication in all careers. Students make and keep in their folders cumulative lists of words and terms used in their various areas of interest. (Meaning and spelling) Use of suffixes such as, -ant, -ist, -eer, -er, -or usually indicate one who does something.	Reading and Literature Texts Contact with persons involved in careers mentioned
Letter Writing -	Write letters to government officials, for instance, the Governor, and ask for a letter of greeting to all our sixth grade English classes. In their jobs, this is one big responsibility, that of responding to their constituents. Girls will enjoy writing to newly elected Martha Carole White, lawmaker from Baldwyn and Jean Denman Muirhead, Raymond State Senator. Write "thank you" letters to guest speakers See section on "Orientation to This World" for additional letter writing projects. Write business letters to personnel managers of local businesses. Stress correct form and neatness. Inquire about types of jobs they have available and personal qualifications for these.	Newspaper Articles on Personalitie Text used as reference for letter writing styles. The Turner-Livingston Series (Workbook) "The Letters You Write" Building Better English, Chap. 15

SUBJECT Language Arts GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Addition, Subtraction, Multiplication & Division	Children often do not think of the many jobs in life which need math to operate. Even the housewife or farmer needs math in this world of buying and selling. The addition of grocery items is necessary for the everyday wife and mother. The farmer must be able to determine his profit by addition and subtraction. Have parents of some students who work in factories to talk to class if possible or let students tell about their parents' work and how they use simple addition and subtraction in their careers. Bring labels and empty packages of food to form "supermarket." This can be used as follows: (1) Each student can go "shopping" allowing him $10.00. (2) Have the students "stock" shelves in the room with items. (3) Find the price of one item and multiply by the number of items of its kind.	Magazine articles on the education and everyday life of the housewife and laborer. Occupational Exploration Kit #41 Farm Laborer. Magazine article on the day of a factory worker. Simi - Skilled Careers Kit (Entire Set) Labels from canned foods Play money Widening Occupational Roles Kit Stock Clerks Shipping Clerks American Occupations Series #4547 Cashiers #4548 Shipping-Receiving Clerks Job Opportunities Now Series "Job Opportunities in the Supermarket" "Job Opportunities In a Department Store

SUBJECT Mathematics GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	Factory Worker - Multiplication and division are necessary for the factory worker. If a man receives $20.00 for one day's work, what will his five day pay check be? If 1/6 of this pay is taken for taxes, what will the worker receive? The point production program is a good example of multiplication Division - let students figure grade averages. Give a weeks salary and number of hours worked. Let students figure hourly wages.	Business Careers Kit Comparison Shopper
	Students should be introduced to machines that can do these duties. At least, and adding machine can be demonstrated and used by the students under supervision.	Adding machine
Estimating Answers	Why Learn to Estimate? Point out jobs that would require estimation, i.e., carpenter, purchasing agent, dietitian.	
Basic Geometry	Carpenter - Cutting angles (Visit Building Trades class in Vocational Center to observe or possible measure and cut a piece of lumber to desired angle.)	American Occupations Series #4560 Bricklayer Carpenter #4561 Cement Mason Construction Laborer (others)
	Telephone Engineer - Observe distance of poles, sag, depth, etc. Actually measure distances and figure amount of line, amount of sag, etc.	American Occupations Series #4595 "Lineman - Cable Splicer"

SUBJECT Mathematics GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Changing Times and How It Affects Career Choices	Have the students write brief autobiographical sketches in which they discuss their past and current career interests and the reasons for their tentative choices or plans. Invite a representative of the U. S. Employment Service to speak to the class on the changes in the world of work during the last twenty-five years or on current employment trends and outlook. Have the students collect two sets of pictures: one showing men at work in occupations where employment opportunities are practically nonexistent, and another showing new fields of work where employment opportunities are increasing. Show how new inventions have simultaneously created new occupations and destroyed old ones. Discuss the kinds of work done in each of the Dictionary of Occupational Titles job classification areas. Show films and filmstrips on various career fields. Use the occupational file to provide students with current materials on careers. If possible, the occupational file should be placed in the classroom for the duration of the unit.	Underlining Occupational Roles Kit Occupational Exploration Kit

SUBJECT Social Studies GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Occupational Implications of Social Studies	Organize a career shelf in one corner of the room for the display of occupational information materials related to the social studies. Organize student committees on careers in history and government, geography, economics, and sociology and anthropology. Such committees could be responsible for developing bulletin boards and preparing articles for the school newspaper on careers in the social studies. Tape interviews with workers on the job in various social studies careers for presentation in class. Organize an "Occupations in the Social Studies" file for use with students in the social studies classes. Students can help develop and maintain the file. Some of the references for teachers will suggest sources of occupational information for the file. Invite guests to speak on various careers in the social studies. Use speakers from local historical societies, museums, businesses, and industries, some of whom might be parents of students in your class. Ask the students to collect pictures of workers engaged in various occupations emphasizing the social studies. Organize field trips to government agencies, banks, businesses, and industries.	

SUBJECT Social Studies GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Values, Goals and Personal Philosophy	Discuss various historical personalities and the effect on their lives of (1) their home and family life; (2) their friends and neighbors; (3) their jobs; (4) their cultural interests; (5) their country and its politics; (6) the social problems of their time; (7) their education. Ask the students to write about the effect on their lives of (1) school and friends; (2) home and family life; (3) their country and its politics; (4) social and economic problems; (5) educational and career plans; (6) cultural interests; (7) school and community activities. Discuss varying historical characters and events for the purpose of developing (1) an awareness of values, attitudes, character traits, and behavior; (2) an awareness of self and of attitudes toward self and others; (3) an awareness of the importance of values in planning for the future. Have each student list ten people he considers successful and why he believes they are. Show how the values and goals of various historical personalities differed, and discuss the ways in which their lives exemplified these differences. Discuss the choices or decisions of various historical personalities that affected their immediate and long-range plans.	Popularity Problem of Young Teens Entire Set (4 Filmstrips, 2 Records)

SUBJECT Social Studies GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
		Scientists, Soil Zoologists
	Microbiologists - after growing bread mold or bacteria culture, student will observe these organisms under the microscope.	American Occupations Series #4525 Chemist, Physicist #4520 Sanitarian Health Heroes Series "Walter Reed and Yellow Fevor"
Topographic Maps	Bring topographic maps to class of areas that the student is familiar with, and study the markings. Let students make their own maps of the school grounds, a farm, or any area of their choice. Talk about people who would use topographic maps: soil conservation personnel, surveyors, civil engineer, military personnel, aviators, etc.	Occupational Exploration Kit #181 Cartographers Widening Occupational Roles Kit Surveyors Civil Engineers Information from Soil Conservation Service
Simple Machines	Visit facilities in the Vocational School to observe the use of the wedge, pulley, etc., and actually perform some activity using these. Discuss and let students demonstrate how the following people would use simple machines: Mechanic Construction Worker Farmer Furniture Mover	Exploring the World of Work (Cassette) Reel 4 Mechanical Interest Occupations The Wonderful World of Work: Vocational Opportunities (Filmstrip & Cassette) (C) The Automobile Mechanic (E) The Tool and Die Maker (H) The Sheet Metal Worker (L) The Sheet Metal Worker-Building Trades

SUBJECT Science GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	Have veterinarian speak **Invite Soil Conservation representative to speak on wildlife in Union County.**	
Chemistry	Emphasize the relation this has to these careers - **Chemist** **Physicist** **Scientist** **Engineer**	Science and Engineering Careers Kit (entire kit) American Occupations Series # 4525 Chemists Physicists
Micro-organisms	Learn the parts of a microscope Discuss careers in which a microscope is used Actual use of microscope by students Show filmstrips on scientists who made contributions to the cure of diseases. Trace the career development of these people. Investigate how to keep bacteria from growing by use of an anticeptic. **Have nurse come from the Health Department and talk about immunizations. Have each student find out and make a record of his own immunizations. Inform the students that this record is necessary when changing school, applying for a job, entering college, etc.**	Microscope Dittoed copies showing parts of microscope Slides Health Heroes Series "Louis Pasteur and the Germ Theory of Disease" Science Careers Kit (Briefs) **Biochemists** **Botanists** **Chemists** **Laboratory Technician** **Medical Technologist** **Microbiologist** **Pathologists** **Physicists**

SUBJECT **Science** GRADE OR LEVEL **Middle School**

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Bases Other Than Base 10	Discussed how base 2 was used in high speed computing.	Poster
Formulas	In our study of the volume of a cylinder, we discussed the importance of a housewife knowing this in shopping for groceries. We discussed how a plumber needed to know formulas such as the area of a circle; a geologist use of formulas; chemist use of formulas, painters use of formulas in determining how much paint to buy, etc. A forester use of them; a cost estimator; a civil engineer.	Made a bulletin board showing how geometry was used in these occupations.
Similar Polygons "Ratio and Proportion" "Pythagorean Theorem"	Our book begins the chapter by pointing out how the concept of similar polygons is used in industries to make models and scale drawings, etc. We read and discussed this. Ratio and proportion are terms used very often in reference to similar figures. We had two posters specifically illustrating how two theorems on proportionality apply to navigation and printing. In our study of the Pythagoream Theorem, we looked at a poster involving carpentry which made use of the theorem.	Geometry Book Classroom discussion Posters
Trigonometry	Our book pointed out ways trigonometry is used by scientists, surveyors, and astronomers. We discussed this and then looked at some posters on brick masonry Using trigonometry, a poster about a surveyor and how trigonometry applies to this profession.	Geometry Book Posters

SUBJECT Mathematics GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Fractions and Decimals	Had students make a list of at least ten occupations that a knowledge of fractions is necessary. Have each student report to the class his list and give an example of how fractions are used in a particular occupation.	Interviewing carpenters, electricians, etc. Library Books Encyclopedia of Careers
Addition and Subtraction	Give students word problems that are related to various kinds of careers.	Making of problems that relate to different occupations and use adding machine and cash register
Percent and Decimals	Give students word problems, tax schedules, and exemption tables that relates to the job of payroll clerks and bookkeepers.	Tax tables and charts
Scale Drawings and Maps	Have students make scale drawings of their house which relates to the occupation of draftsman and architects. Also have students make maps giving directions to their homes which relates to the occupation of mapmaker.	Transparencies, architect scales and road maps
Measurement of Time and Distance	Have students work-up a time table or schedule for an airline, train or bus-line which relates to dispatchers.	Make up word problems relating to time schedules and distances
Rounding Off Numbers	Discussion envolving rounding off numbers by mechanics and engineers.	
Addition, Multiplication and Subtraction	Do problems illustrating its use in computing payrolls, in accounting, bookkeeping.	Textbooks, bring to class a payroll
Place Value and our Money System	Show how it's used in payrolls and banking.	

SUBJECT Math & Advanced Math GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Fractions	Illustrate how fractions are used by: typists, secretaries, auto mechanics, welders, clerks, salesmen, sewing machine operators, designers, contractors, brick masons, plumber, painters, electricians.	Bulletin boards Transparencies Machine Charts
Decimals	Show to measure the length and thickness of objects.	Micrometer
Number facts - Reading and Writing Numbers	Have students use a cash register and calculator	Cash register, calculator paper money
Per Cents	Have students make projects using per cents involving insurance companies. Let them check with various businesses about the percentage of interest rates on such items as buying homes, cars, household equipments.	Pamphlets, booklets Call or visit loan companies, banks
Bar Graphs Fine Graphs	Have students make graphs relating to budgets, events in various businesses, insurance companies, weather, advertising.	Pamphlets, Books
Statistics	Work problems illustrating the use of statistics in businesses for compiling data on costs, sales, ways, production, profits. Discuss its use in biological and psychological studies. Television programs Medicine	Posters, Textbooks
Sets	Show the relationship between various professions by making Venn Diagrams. Have them file certain related objects, such as bills.	Transparencies and pamphlets, projects

SUBJECT Advanced Math & Geometry GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Points, Lines, Planes, Circles, Polygons, Angles	Visit and watch the construction of a building. Visit the art department or have an art student speak to the class illustrating geometrical designs. Posters on architecture, oceanography.	Visit to a building under construction. Posters Have a civil engineer speak to the group
Trignometry	Use a transit to determine distances between places and objects. Have reports by students on aerospace engineering.	Transit, Science and Engineering Careers Kit
Logical Reasoning (If-then relationships)	Have a period where students can make-up if-then sentences relating to various professions.	Textbooks, Science and Engineering Careers Kit
Formulas and Equations	Have students take a list of formulas and have them fit the formula with an occupation. Example: $\frac{1}{Rt} = \frac{1}{R1} + \frac{1}{R2} + \frac{1}{R3}$ Occupations where this formula is used is electricians, TV. repairman, electrical engineers, etc.	Library; Encyclopedia of Careers
Word Problems Involving Formulas	Solve word problems relating to various professions or jobs. Reports, Posters.	Textbooks "Algebra in Occupations" Posters by Walch Publishers Bookkeepers Appliance Salesmen Contractor Machinist Well Driller Welder Sheat Metal Worker Rancher - Farmer

SUBJECT Algebra I GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Sugar Refining	Write to a sugar refining company and ask for information or sugar refining.	
Computer	Many students in the U.S. make computers. The students make different kinds of computers, such as "cops and robbers" computers, "tick-tack-toe" computers. Find out about these automatic devices and then make one.	OEK Brief #281 Programmers OEK Briefs #322 & 323 Data-Processing Machine Operators & Servicemen
Radio Work		OEK Briefs #280, 346, 347 Radio & TV Announcers Radio & TV Service Technicians Occupational Series -#4580 4591
Telephone Work	Write a letter to your local telephone company. They will send you stories and pictures to help you understand the telephone better and may send a person to your school to bring demonstration materials. Telephone companies have fine movies about telephone service, too.	OEK Brief #155 Electronic Technicians (If I can help in contacting the telephone compnay let me know.)
Navigator	Use of sextant and chronometer and radar Start a file. You can read about many of the following thing which aid navigation: 1. radar 2. networks called loran 3. GCA 4. radar-type instruments on satellites. Start and keep a file of clippings from magazines and newspapers on the place of communications in your lives. If you begin now you will have a real "History of Communications, Late 20th Century of your own."	

SUBJECT Science GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Foods: Proper setting and table service How to prepare and serve well balanced and attractive meals.	The girls learned how to set tables correctly and the correct way to place foods on the table and also how to remove used dishes. They were taught how to read menus - the different types of menus such as Table de' hote, a la carte, and specials for the day. We also discussed how they could use things learned in obtaining part time or full time employment as waitresses.	Demonstrations were given by teachers and students on proper table setting and service. Food labs were prepared with girls taking turns in the different activities. Material in different food books was studied and discussed. Personal experiences of the girls were discussed. Articles from papers were discussed.
Home Nursing: Responsibilities that one might have as a member of a family in nursing procedures. Importance of knowing how to recognize symptoms of illness and how to care for the ill.	We discussed why it is important for us to know how to take care of ourselves and others. The importance of obtaining help, the importance of physicals, etc. We discuss the nursing school at Northeast and how we can use our training learned there. We have not yet, but will before the unit is over learn how to take temperature and read thermometer, pulse, respiration, and many other nursing procedures.	Red Cross Home Nursing Books in department relating to the subject.
Housing: Decorating the home	Discussion on how one might be able to help in stores and other places in selecting accessories and other items to go into homes. Interior decoration was also discussed and how we might become involved in this.	Magazines, pictures of furniture from one of local stores. Books: Homes with Character

SUBJECT Home Economics GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	We will also cover selection of china, silver, and crystal.	Housing and Home Management The Home Its Furnishing and Equipment
Grooming requirements for employment: a. Local firms (factories) b. Beauty shops c. Cafes d. Doctors' offices e. Dentists' offices f. Stores	1. Make check of what is required as to dress and other personal grooming at different places. 2. Discuss points essential to being well groomed any time. 3. Arrange a display of simply good groming aids for individual needs. 4. Make a check of myself (student) and see where I measure up to in grooming standards. Plan for improvement or points which need correcting.	Books: Tomorrow's Homemaker Experiences in Homemaking Today's Home Living Teen Guide to Homemaking Junior Homemaking Guide to Modern Clothing Clothing Construction and Wardrobe Planning Clothes for Teens Experiences with Clothing Fashions and Fabrics Dress How You Look and Dress
Learn technique - necessary for being a well groomed person	Observe demonstration on proper techniques involved in walking, sitting, and standing. Participate in role playing in which Sue shows Sally how posture can make her more attractive. Have resource person demonstrate how to properly care for complexion and apply make-up.	
Recognize the importance of good health and its effect upon grooming.	Do research on good health practices and how they affect ones general appearance and feelings. Report findings to class.	

SUBJECT Home Economics GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Grammar (Parts of Speech)	Students choose one topic from selected lists: (Others should be chosen) a. Mississippi news b. World news c. Recreation d. Candidates e. News from Australia f. News from Germany, etc. g. Medicine h. Entertainment i. Sports j. Fashions These articles were cut out and pasted in a notebook. Using these notebooks, then, as workbooks, the students completed the following tasks: a. From the selected topic find examples of people in the topic. b. Prepare a written and oral report (for our scrapbook and for class presentation) of the occupations involved. Research to find the answers to: 1. What are the qualifications for this job (personal and educational) 2. What are the possible implications for this class. c. Be responsible for class discussion following presentation.	Commercial Appeal English on the Job (Globe) Voices (Ginn) Enjoying English (Singer)
Speech and Writing	Open the unit with a class discussion on the abilities in oral expression that high school juniors and seniors should have. Have students make a list.	Film: "Using Your Voice"

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	Choose those skills most needed to master in the coming weeks.	
	Discuss ways men make a living and the importance of the ability to express ideas well in each of these occupations. Show the importance of knowing what to say and how to say it.	Have guest speakers to come in to talk about the importance of speech in their occupations, as a teacher, a nurse, a lawyer, a businessman, a salesman, a secretary, a telephone operator, a newspaper reporter, etc.
	Show a film on acquiring bodily ease and controlling stage fright. Have students list important points for discussion.	Film: "Stage Fright and What to Do About It"
	Attempt to acquire bodily ease by doing group pantomimes - the expression of ideas without words.	
	Discuss information on factors concerning the voice: 1. pitch 2. volume 3. inflection 4. rate 5. quality Do learning activities on pp. 49-50 of Building Better English.	
	Show a film on the speech apparatus. Afterward, discuss the organs of the body used in speech.	Film: "The Alphabet Conspiracy"

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	Select a person whose voice pleases you. Analyze what qualities about this voice please you. Bring your observations to class in the form of a well-organized one-minute talk.	
	Do exercies on using books of quotations. Look for quotations on voice.	Use exercises on p. 156 of Building Better English.
	Do all learning activities in improving enumciation and pronunciation habits.	Building Better English pp. 50-53
	Show film on proper telephone techniques.	
	Get Bell Telephone pamphlets for students, as Let's Make Friends for Our Business, Some Telephone Suggestions, The Voice with a Smile, and Your Voice and You.	
	Write out good telephone conversations for the following incidents. Work in groups of two. Give the conversations in class. a. Making a plane reservation b. Making an appointment with a doctor or dentist c. Ordering by phone d. Making a complaint to a newspaper office because you did not get your evening paper e. Placing an ad in the paper by phone. f. Planning a surprise party for someone g. Working out a program for your next club meeting h. Calling in the results of the ballgame to a newspaper i. Calling the drug store for the refilling of a prescription and asking that it be delivered.	Two Telephones Film: "If An Elephant Answers"

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	Cut out employment want-ads	
	Cross-word puzzle	
	Prepare bulletin boards on various occupations	Magic Markers
	Read Scope, "Biography and Autobiography"	SRA Job Family Series
	Read Voices I, pp. 65-70	My Educational Plans
Verbs	Choose a story from the Commercial Appeal about a certain occupation. Underline all present tense verbs in red, past tense in blue, and part participles in green.	Commercial Appeal Magic Markers English on the Job
	Unscramble the following words: a. LAMIMAN f. TEDIOR b. SUREN g. RETASERCY c. RELCK h. YALWER d. TEREACH i. CHICAMEN e. POOKKEBIRE j. GENERINE	OEK Briefs
	List as many action verbs as you can from the selected pictures.	
	Find 50 verbs in the newspaper in articles relating to an occupation. Underline the verb.	Newspaper
	Select a job family you are interested in. List from the booklet 20 past tense verbs and 20 past participle verbs plus their helpers.	Job Family Series Booklets

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Vocabulary and Spelling	Study a list of good trait names such as poise, honesty, reverence, punctuality, etc. Discuss which of these qualities are necessary in getting a job.	World of Work Readings - #2 Liar #22 Just in Time
The Personal Job Interview	Study a list of common questions used by the interviewer. View filmstrip on the job interview. Arrange interviews between students, each assuming the role of either interviewee or interviewer. Discuss proper dress, attitude, and other pointers.	Booklet: You and Your Job Filmstrip and Cassette - The Job Interview Booklet: How to Find and Apply for a Job World of Work Readings - #6 Call Them and Tell Them #10 The Stranger #11 Big Day #12 All These Little Boxes #13 Handling the Interview #20 Green Pants to Match #21 Miss Kelly #22 Just in Time Transparencies - The Interview
Resume and Job Application Form	Study correct form of resume or personal data sheet from models and write a resume or personal information. Fill out an application form (supplied by teacher). Teacher emphasizes why neatness, spelling, and correct information are important.	World of Work Readings - #6 Guts (Writing a Resume) Transparencies - Personal Data Record Needed Family Record Card The Job Application

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Computer	Bulletin board depicting careers	Data Processing Career Poster
	List of areas which use computers	
	Look up in the library, an article about computer uses - Report to class.	
	Show films about computer uses in a variety of areas 1999 A.D. (in the home).	
	Computer revolution (in industry, medicine, research, education, etc.)	
	Take a field trip to a computer complex, an industry which uses computers, or a business or bank which has a computer system.	
	Play and show sound filmstrip the data processing clerk show how about being a key punch operator.	Data Processing Clerk Are you Looking Ahead Series - How About Being a Key Punch Operator
	Arrange for individual students to spend a day to experience on-the-job observation in a computer firm or a industry which uses computers. Students will report their experiences to their class.	
United Nations	Display foreign service career poster with U.N. display.	Business Careers Briefs - B-93 U.S. Foreign Service B-81 Foreign Service Secretary B-164 Bilingual Secretary
	Divide students accordingly to interests and have a group leader read one of the following pamphlets to his group. U.S. Foreign Serive Careers Foreign Service Secretary Bilingual Secretary	OEK - Briefs # 72- Foreign Service Workers

SUBJECT American History GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	Do library research about environmental abuses. Report on these in class. Bulletin board of map of national par, forests, Indian reservations.	
	Show filmstrip of famous national parks	
	Play tapes	AOS Tapes - #4506 Foresters & Forestry Aids
	Invite local soil conservation workers, forest rangers, and other conservation employees.	Contact local Conservation or Forestry Office
	For those students who are interested, place them with a conservation employee for a day.	
	Students report to class about their experiences	
Early Colonial American Unit (Subtopics)		
1. Effect of the discovery of America		1 & 2 Text
2. Reasons for colonization		
3. Types of colonial leader		
Adventure - Capt. John Smith		3 American Literature Text
Planter - William Byrd		
Puritan - Jonathan Edwards		
4. Colonial Life		
Colonial Building -		4 Text

SUBJECT American History GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
(Layouts of cities and villages) 5. Colonial Architecture a. Basic Architecture Styles b. Changes in American Homes from Colonial to Modern Times	The importance of planning a city or town was discussed. The career of city planners was briefly emplasized.	5 a. CCC - Slides on Ancient, American, and Modern Architecture b. Filmstrip (Library) Old and New Homes In The United States
6. How a House is Built	Tour the Vocational School Mr. Carter explained how a house is designed and planned, drawn or drafted. Then the classes left the drafting classroom to tour the Building Trades class in which a miniature house was under construction, and other students were learning brick masonry. The class then toured the Industrial Electricity class and saw how home wiring is done. (A tour of a local trailer plant was planned so students might have seen the latest trend in homes-trailer. The trip was cancelled because the factory could not accomodate classes during the regular school and work day.)	Bulletin Board House plans seen during the tour were displayed in class. House styles were named, roof styles were pictured. Career posters (CCC) were displayed - Brick Mason Architect Painter Carpenter Plumber Electrician Draftsman
7. Who is Responsible for Our Buildings Today?	a. Illustrate the pride and responsibility in one's work as a craftsman in the building trades. Convey their satisfaction in good pay, fellowship, pride in work well done. The following tradesmen were illustrated: Electrician, Carpenter, Plumber, Brick Mason. b. Play a taped interview with an architect (for classes which did not have a speaker). c. Guest Speaker - Mr. B.A. England, architect, Corinth, Mississippi	a. Film: Modern Talking Pictures Service, Inc. Building A Better Life b. (CCC) - Tape - 5" Reel An Interview With An Architect

SUBJECT American History GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	Role of an architect explained: Residential architecture; large units for work, re-creation, education, government, and worship; restoration projects. There are a variety of job opportunities - from private practice to working for cooperations, or firms who deal with building materials. Education - 5 to 6 years; no schools of architecture in Mississippi. School facilities remain the same but applicants increase, therefore, the competition is great. Many young men study drafting in a variety of schools - vocational, junior college, senior college, Technical Institutes, Schools of Architecture. The job opportunities are endless - where ever there is building, a draftsman is needed. (Mr. Ralph Kolb, a residential architect and contractor, could not come at this time, but indicated a need for new blood in the building trades.)	
8. Colonial Antiquities and Antiques	Description of a list of colonial tools, foods, toys, furniture, buildings, utensils, etc. Speakers: Purpose - provide visual contact with items of the past and share the collector's enthusiasm of the past. Mrs. Bobbie Ann McCollum and Mrs. Etoy Curtis brought old home products and explored their use and why they are collectors, and how they go about collecting as they do. Mrs. Jo Ann Morris brought replicas of silver and china of the 1700's and described her tours through the homes along the James River in Virginia.	Teacher prepared list Bulletin Board pictures illustrate some items.

SUBJECT American History GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Teach and develop behaviors and skills needed for the world of work A. Dependability B. Responsibility C. Cooperation D. Enjoyment of work & play E. Language skills F. Listening G. Become familiar with other cultures H. Learn basis for many of our English words I. Learn terminology of food and fashion which may be foreign	Invited two Spanish girls to talk to classes about their countries. Read about Spanish explorers Studied geography of Spanish speaking countries Students wrote to various places requesting career information Ordered food in a foreign language Display foreign currency Planned a trip to Mexico Read about foreign influences on United States such as cultural and political ideas	
A. Areas where foreign languages can be useful 1. Airline stewardess 2. Bilingual Stenographer 3. Buyer 4. Civil Service Worker 5. Commercial attache 6. Consul 7. Customs inspector 8. Diplomat 9. Exporter	1. Display information materials on careers related to study of the foreign language. 2. Students investigate and report on a particular career in the foreign language field. 3. Keep reports on file 4. Identify foreign words which we encounter in food and fashion. 5. Contact government agencies which might offer careers which require foreign language. 6. Look for articles in newspaper which are written by foreign correspondent. 7. List some companies as possible with foreign holdings.	OEK Briefs - #120 Airline Stewardesses #284 Buyers #164 Civil Service Workers #321 Customs Workers #163 Export & Import Workers #390 Inspectors & Examiners #143 Interpreters & Translators #280 Radio & TV Announcers #300 Secretaries #319 Stenographers #374 Teacher

SUBJECT Foreign Language GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
College careers in Speech and Theatre	Speaker from two colleges in theatre department	Brought students to perform and exchange ideas with class
Since beginning of semester have had three students inquiring about careers in teaching speech.	Referred them to courses of study taken at most universities.	Catalogues from various colleges
Students were asked to choose a field of interest and to observe a person in this field.	Then asked to portray this person in a scene on the stage other students criticized them for their acurateness.	
Why study speech?	Observe persons in their occupations who use speech	OEK Brief # 143 Interpreters and Translators
Communication	Use of bodily gestures only for communication/ example: facial, hand and eye expressions. (Use of newspapers for finding facial expressions and hand gestures)	OEK Brief # 280 Television and Radio Announcers
	The art of listening/observance of other person's talking; listen for tone, pitch, inflection, etc.	
Relaxing before an audience	Pantomine and charades after observance of others in a certain field/role playing to ask why a person reacts the way they do in a certain situation (how would others react).	Job Family Series # 14 Jobs in the Performing Arts A.O.S. # 4538 A.O.S. # 4526
Interpretation	Listening to speakers on recordings and research on famous speakers to question their interpretations and to suggest other interpretaions.	

SUBJECT Speech GRADE OR LEVEL High School

CONCEPT: All persons have dignity and worth.

BEHAVIORAL OBJECTIVE: The student will identify ways in which he and others can make valuable contributions to and be important to their family friends, school, neighborhood, and community.

CAREER RELATED INSTRUCTIONAL PROCEDURES AREA:	RESOURCES AND MATERIALS
L.A. S.S. After listening to recorded unfinished stories involving the values of integrity, loyalty, courage, justice, responsibility, reverence, and love, to discern the meanings of these values, students will attempt to solve the problems presented by the stories. They will relate these values to their relationship with others by comparing the recorded story situations with real occurrences with which they are familiar.	R 29 Teaching Children Values
L.A. Art The students will listen to recorded stories and stories and books read by the teacher and/or fellow classmates and will discuss and/or draw or paint the contributions made by the main character or characters to others.	R 4 SideI: Bank 1, "Who's Polite," Band 3, "Bertie's Little Brother," Side II: Bank I, "Traffic Octopus"
Mus S.S. L.A. Art After singing songs about good manners, students will discuss how having good manners helps others and will: A. Make a list of good manners B. Draw cartoons showing good manners C. Dramatize situations in which good manners help others.	R 20 Good Manners Through Music Paper & Pencil R 28 Good Morning Mrs. Miller AK 9 Bendable Black Family AK 11 Pliable People AK 12 The Manipulative People AK 13 Negro Family Group Pt 2 Black Family Hand Puppets Pt 3 White Family Hand Puppets
L.A. S.S. After viewing filmstrips and films, listening to stories, poems, and records, and reading books about family workers, the student will:	Fs 4 Where Our Daddies Work Fs 32 My Mother Has A Job Fs 7 Fathers Work Fs 8 Mothers Work, Too

		Fs 13 Primary Social Studies, Group I: Family Members Work; Families Have Fun Fs 46 Our Family is Black Fs 15 Manners at Home Fs 44 American Families B 34 Helping Is . . . B 39 Fathers, Fathers, Fathers B 40 Mothers, Mothers, Mothers B 37 About Some Holidays and Special Days: P. 12, "Mother's Day" P. 17, "Father's Day" B 13 I Want to Be a Homemake B 27 What Will I Be From A to Z: P. 9, "Homemaker" R 19 Daddy Comes Home
	A. List or draw pictures of the tasks he performs at home	Art Supplies Pencil Paper
	B. Draw pictures of, discuss, or write about what would result if he did not perform his home tasks or did not perform them well	
	C. Bring available pictures of his family or draw them and discuss his role as a member of the family	Family photographs and/or snapshots and/or art supplies Paper and Pencil
	D. Tell or make a written list of Things I Like to Do at Home, Things I Can Do for My Family, Things I Do Well with My Family	
	E. Contribute to a classroom freize called I Am Allowed To . . . by drawing or painting a picture depicting some activity in which his parents allow him to engage, such as: _ Selecting certain groceries when shopping - Assisting mother with baking - Helping care for smaller sister or brother - Helping perform some specific housework - Going to the store	Art Supplies Butcher Paper
L.A. S.S.	Upon completion of the above freize, the student will make a written or mental list of at least two new activities he plans to ask permission to perform and will share his list with his classmates.	Pencil Paper

L.A. S.S.	The student will invite his parents to school to tell about their work (wearing their uniform or work clothes) and will discuss how they help others with his classmates.	
L.A. S.S.	The student will listen to typed interviews of his classmates telling about their parents' work and will discuss with the class the contributions of these people to others.	Tape recorder and player Blank cassettes
L.A. S.S.	The student will tape an interview with his parents and/or other family members in which they describe their work. He will share his interview with his class or a study group, and they will discuss the contributions made to others by this family group.	Tape recorder and player Blank cassettes
Art	Using drawings and/or paintings, the student will make a scrapbook of family jobs and display it for his classmates to enjoy.	Art supplies Newsprint Construction paper Metal fastners or knitting yarn

EVALUATION QUESTIONNAIRES

CAREER EDUCATION PUBLICATIONS

SOURCES OF CAREER EDUCATION MATERIALS

CAREER EDUCATION BIBLIOGRAPHY

CAREER-CENTERED CURRICULUM
EVALUATION NOVEMBER 1971

1. Have you found it difficult to relate your subject matter to career information?

_____ Yes _____ No

Why, or why not?

2. Has the work done during the in-service training workshop been of value to you in your work thus far this year?

_____ Yes _____ No

Why, or why not?

3. Do you think the next workshop should be handled in the same way?

_____ Yes _____ No

If no, suggest changes that you feel should be made.

4. Do you feel that career activities have stimulated interest among the students in your classes?

_____ Yes _____ No

5. Do you think they have added to your work load?

_____ Yes _____ No

6. Do you feel that regular planned meetings with your Career Coordinator are more beneficial than a more casual meeting arrangement?

_____ Yes _____ No

Why, or why not?

7. Do you think the Coordinator should spend more time in your school?

_____ Yes _____ No

Why, or why not?

8. Are you sure of the role of the Career Coordinator in your school?

_____ Yes _____ No

Why, or why not?

9. Have you used your Career-Centered Curriculum Handbook to become familiar with the concepts and objectives of this program, and used this information in planning your work this year?

_____ Yes _____ No

10. Do you think that this approach to teaching career information will over a period of time prove more effective than an occupational orientation class?

_____ Yes _____ No

Why, or why not?

11. How would <u>you</u> rate yourself in <u>your</u> effort put forth in this program thus far?

_____ Very Much _____ Very Little

_____ Some _____ None

12. How would <u>you</u> rate <u>your</u> Coordinator in effort put forth in this program thus far?

_____ Very Much _____ Very Little

_____ Some _____ None

Other Comments:

CAREER-CENTERED CURRICULUM
EVALUATION MAY 1972

AS A CLASSROOM TEACHER INVOLVED IN A CAREER-CENTERED CURRICULUM, PLEASE ANSWER THE FOLLOWING QUESTIONS AS OBJECTIVELY AS POSSIBLE IN ORDER FOR US TO BETTER EVALUATE THE EFFECTIVENESS OF OUR PROGRAM.

1. Student involvement in career activities has stimulated interest in my classes.

_____ Yes _____ No Comments:

2. Students have a deeper sociological and psychological readiness for entering the world of work because of activities carried out in connection with this program.

_____ Yes _____ No Comments:

3. Students have a greater appreciation for all socially useful careers because of their exposure to career education.

_____ Yes _____ No Comments:

4. Students have been engaged in activities which will help them be able to more accurately appraise and accept their own interests and aptitudes.

_____ Yes _____ No Comments:

5. Students have been exposed to a number of career opportunities which in time will help them to determine areas of interest.

_____ Yes _____ No Comments:

6. Students have been provided with opportunities to make decisions, therefore, learning that choice affects outcome.

_____ Yes _____ No Comments:

7. Has career education stimulated you to use different methods of instruction?

_____ Yes _____ No Comments:

8. Do you think the students are aware of any change in teaching methods because of the implementation of a Career-Centered Curriculum?

_____ Yes _____ No Comments:

9. Have you been able to incorporate Career Education activities easily into your subject area?

_____ Yes _____ No Comments:

10. In what ways, if any, has the career education approach helped you in teaching the basic skills?

11. In what ways, if any, has the career education approach hindered you in teaching the basic skills?

12. What techniques have you found most effective? (Field trips, simulations, resource persons, well planned relevent lessons, career oriented units, etc.)

13. What types of career materials have you found most beneficial?

14. How could the career coordinator be of better assistance to you?

15. As a professional educator, do you think Career Education is a sound educational philosophy?

16. What suggestions could you recommend to make the Career-Centered Curriculum more effective in the coming year?

SOME HELPFUL

CAREER EDUCATION PUBLICATIONS

Career Education: What it is and how to do it	$4.00
Olympus Publishing Co. 955 East 9th South Salt Lake City, Utah 84102	
Career Education Resource Guide	$4.25
Career Education In-Service Training	$1.00
Career Programs, Dept. I - 116 General Learning Corp. Morristown, New Jersey 07960	
The Teachers Role in Career Development	$1.90
American Personnel and Guidance Assoc. Publications Sales 1607 New Hampshire Ave., N.W. Washington, D.C. 20009	
Career Education (Pamphlet)	$ .20
U. S. Government Printing Office Superintendent of Document Washington, D. C. 20402	
Synopses of Selected Career Education Programs	Free
Career Education Communicator	Free
Monograph Series on Career Education (9)	$1.00 Copy $5.00 Set
National Center for Occupational Education P.O. Box 5096 North Carolina State Univ. at Raleigh Raleigh, North Carolina 27607	
Career Education News	$30.00 Yr.
Career Education News 230 West Monroe St. Chicago, Ill. 60606	

World of Work: Occupational - Vocational Guidance in the Elementary Grades — $4.95

The Leslie Press
Dept. EL
111 Leslie St.
Dallas, Texas 75207

Occupational Information in the Elementary School — $5.85

Science Research Associates
259 East Erie St.
Chicago, Ill. 60611

Career-Centered Curriculum in Illustration — Free

Mr. James H. McMinn, Coordinator
Research, Curricular, & Teacher Education
Division of Voc. - Tech. Education
Box 771
Jackson, Mississippi 39205

Career Education, 1972, An Annotated Bibliography of 173 References — $4.50

Career Education
Box 53
Purdy Station
New York, New York 10578

Career Development Information — Free

Mr. Norbert Johnson
Curriculum Coordinating Unit
Vocational and Technical Education
Stafford Hall
Mississippi State University
Drawer DX
Mississippi State, Mississippi 39762

SOURCES OF CAREER EDUCATION MATERIALS

ABC School Supply Inc.
437 Armour Circle, N.E.
P.O. Box 13084
Atlanta, Ga. 30324

Acoustifone Corporation
8954 Comanche Ave.
Chatsworth, Calif. 91311

American Guidance Service, Inc.
Publishers Building
Circle Pines, Minn. 55014

APGA Publications Sales
Washington, D. C. 20009

Bowmar
622 Radier Drive
Glendale, Calif. 91201

Dick Blick Company
P.O. Box 1267
Galesburg, Ill. 61401

Careers, Inc.
P.O. Box 135
Largo, Fla. 33540

Career Education News
230 West Monroe St.
Chicago, Ill. 60606

Career Programs, Dept. I - 116
General Learning Corp.
Morristown, New Jersey 07960

Centron Educational Films
1621 West Ninth St.
Lawrence, Kansas 66044

Childrens Press, Inc.
1224 W. Van Buren Street
Chicago, Ill.

Chronicle Guidance Publication, Inc.
Moravia, New York 13118

Coronet Instructional Materials
65 E. South Water St.
Chicago, Ill. 60601

Coward-McCann, Inc.
200 Madison Ave.
New York, N.Y. 10016

Creative Visuals
Guidance Department
P.O. Box 1911G
Big Spring, Texas 79720

Curriculum Innovations, Inc.
1611 Chicago Ave.
Evanston, Ill. 60201

Dairy Council of Greater Birmingham
P.O. Box 7432
Birmingham, Ala. 35223

T. S. Denison and Company, Inc.
5100 West 82 Street
Minneapolis, Minn. 55431

Dodd, Mead, and Company
79 Madison Ave.
New York, N. Y.

Doubleday and Co., Inc.
501 Franklin Ave.
Garden City, New York 11530

Educational Activities, Inc.
P.O. Box 392
Freeport, N. Y. 11520

Educational Progress Corp.
4900 South Lewis Ave.
P.O. Box 45663
Tulsa, Okla. 74145

Educational Resources Division
Educational Design, Inc.
47 West 13th St.
New York, N.Y. 10011

Educational Sensory Programming
Rt. 1, Box 418A
Highway 1 North
Jonesboro, Ark. 72801

Jasper Ewing and Sons
610 N. State St.
Jackson, Miss. 39205

Eye Gate House, Inc.
146-01 Archer Ave.
Jamica, N. Y. 11435

Filmstrip House, Inc.
432 Park Ave. South
New York, N. Y. 10016

Follett Educational Corporation
Department DM
1010 West Washington Boulevard
Chicago, Ill. 60607

The Franson Cooperation
Instituational - Trade Division
225 Park Ave., South
New York, N.Y. 10003

Globe Book Co., Inc.
175 Fifth Ave.
New York, N.Y. 10010

Grossett and Dunlap, Inc.
51 Madison Ave.
New York, N.Y. 10010

Guidance Associates
Pleasantville, N. Y. 10570

Harcourt, Brace, and World, Inc.
757 Third Ave.
New York, N.Y. 10017

Harper and Row Publishers
Keystone Industrial Park
Scranton, Pa. 18512

Hayes School Publishing Co., Inc.
321 Penwood Ave.
Wilkingburg, Pa. 15221

The Institute for Research
610 South Federal St.
Chicago, Ill. 60605

Lantern Press, Inc.
257 Park Ave., South
New York, N.Y. 10010

Learning Arts
P.O. Box 917
Wichita, Kansas 67201

J. B. Lippincott Company
E. Washington Square
Philadelphia, Penn. 19105

MacMillan Company
866 Third Ave.
New York, N.Y. 10022

McGraw-Hill Book Company
Manchester Road
Webster Division
Manachester, Mo. 63011

McKnight Publishing Co.
Box 854
Bloomington, Ill. 61701

Martin School Equip. Co., Inc.
303 E. Hamilton St.
Jackson, Miss. 39205

Melmont Publishers, Inc.
1224 W. Van Buren St.
Chicago, Ill. 60607

Mississippi School Supply Co.
116 South St.
Jackson, Miss. 39205

NASCO
Fort Atkieson, Wisc. 53538

National Center for Occ. Education
North Carolina S. Univ. at Raleigh
P.O. Box 5096
Raleigh, North Carolina 27607

Olympus Research Corp.
955 East 9th South
Salt Lake City, Utah 84102

G. P. Putnam's Sons
200 Madison Ave.
New York, N.Y. 10016

Random House, Inc.
33 W. 60th Street
New York, N.Y. 10023

Random House/Singer
School Division
Order Entry Dept.
West Minister, Maryland 21157

Hershel Smith Company
P.O. Box 1187
Jackson, Miss. 39205

Science Research Associates, Inc.
259 East Erie St.
Chicago, Ill. 60611

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Ill. 60614

Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402

Vocational Guidance Manuals
235 East Forty-Fifth St.
New York, N.Y. 10017

J. Weston Walch, Publisher
Box 658
Portland, Maine 04104

Henry Z. Walck, Inc.
19 Union Square W.
New York, N.Y.

Albert Whitman and Company
560 W. Lake Street
Chicago, Ill. 60606

H. Wilson Corporation
555 West Taft Drive
South Holland, Ill. 60473

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Gambino, Thomas W. "Junior High: The Exploratory Years." American Vocational Journal. pp. 56-57 (March 1972).

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Hoyt, Kenneth B. "Career Education and Career Choice." American Vocational Journal. pp.84-88 (March 1972).

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McMinn, Harold. "The Case for Career Education." Mississippi Educational Advance. pp. 8-10, 29-31 (April 1972).

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Marland, Sidney P. "Career Education: Every Student Headed for a Goal." Education Digest. pp. 3-5 (Sept. 1972)

Marland, Sidney P. "Career Education and Career Choice." American Vocational Journal. pp. 34-36, 62 (March 1972).

Marland, Sidney P. "Marland on Career Education." American Education. pp. 25-28 (Nov. 1971).

Marland, Sidney P. "New Ideas for Better Schools." U.S. News and World Report. pp. 80-85 (Nov. 1, 1971).

Martin, Marie Y. "Advancing Career Education." American Education. pp. 25-30 (August-September 1972).

Murphy, Mary Kay. "Career Education- A New Job For the Seventies." Scholastic Teacher. pp. 4-7 (December 1971).

Norris, Willa. Occupational Information in the Elementary School. Chicago: SRA, 1963.

_____. "O E Initiatives in Career Education." American Education. p. 36 (August - September 1972).

Olson, Jerry C. "Exploring the World of Work." School Shop. pp. 23-25 (May 1972).

Pierce, Robin. "Careers on the Computer." American Education. pp. 31-35 (August - September 1972).

Shimberg, Benjamin. "Stop the Band Wagon I Want to Get Off." American Vocational Journal. pp. 47-49 (October 1972).

Swain, Emeliza. "A Training Program for Career Exploration Teachers." American Vocational Journal. pp. 81-82 (November 1971).

Swanson, Gordon I. "Career Education: Barriers to Implementation." American Vocational Journal. pp. 81-82 (March 1972).

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CAREER INTEREST SURVEY FORM

DESCRIPTION OF CAREER CLUSTERS

CAREER RELATED INSTRUCTIONAL PROCEDURES FORMS

FIELD TRIP INFORMATION FORM

CAREER DEVELOPMENT CONCEPTS

A CAREER EDUCATION MODEL K-12

APPENDICES

CAREER INTEREST SURVEY

NAME _____ AGE _____

GRADE _____ SEX _____ (M or F — Circle One)

On the sheet entitled Career Clusters are listed fifteen areas of jobs. A little description of each job area is given. All the jobs in each area are not listed. There are many other jobs besides the ones listed.

After you read and study this Career Cluster Sheet decide what three areas in which you are most interested.

_____ First Choice

_____ Second Choice

_____ Third Choice

CAREER CLUSTERS

1. Agri-Business and Natural Resources

Removing nature's riches from the earth and using the land to raise animals and crops. Jobs with oil, trees, rocks, animals and plants.

2. Business and Office

Typing, storing, studying, and distributing records of people's work. Jobs with typewriters, computers, copying machines and records.

3. Communications and Media

Getting information to people. Jobs with telephones, telegraphs, magazines, newspapers, books, radio and television.

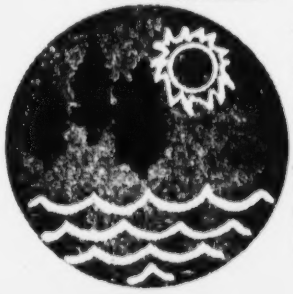
4. Construction

All activities in building. Jobs with cement, plastic, wire, and tile.

5. Consumer and Homemaking

Jobs with food, clothing, and textiles, home furnishing, and families

6. Environment



The protecting and saving of the natural things around us, including the repair of damage man has done. Jobs are concerned with land, water, air, and all living things.

7. Fine Arts and Humanities

Creating, writing, performing, and studying. Jobs with music, plays, dance, poetry, art, novels, history, and languages.

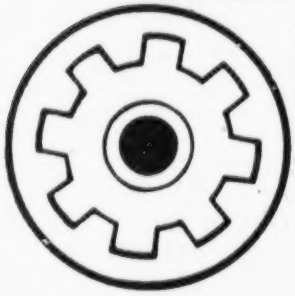
8. Health

Care and repair of the human body and mind.

9. Hospitality and Recreation

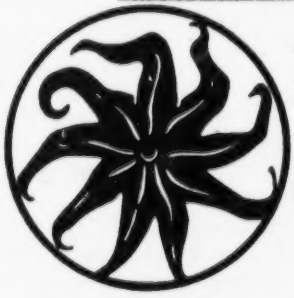
Jobs related to spare or leisure time activities. Jobs in parks, hotels, clubs, sports, amusements, and hobbies.

10. Manufacturing



The making of anything not found in nature. Designing, assembling, producing, packaging, advertising, and transporting.

11. Marine Science



All jobs concerning the oceans and the plants, animals, and minerals in the oceans. Fishing growing, studying, exploring, and harvesting.

12. Marketing and Distribution

Getting goods and services to the customer. Jobs in buying from the manufacturer, shipping, storing, advertising, and selling.

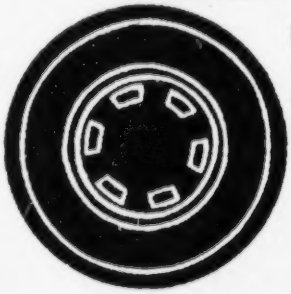
13. Personal Services

Working on or near individual people or animals. Barbering, hairstyling, undertaking, pet grooming, boarding, and training.

14. Public Services

Work which benefits groups of people. Teachers, police, firemen, government workers, military, and public utilities.

15. Transportation



Moving people and goods from one place to another. Airlines, railroads, ships. trucks, and buses.

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS

SUBJECT _____ GRADE OR LEVEL _____

CONCEPT:

OBJECTIVE:

CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
AREA:	

FIELD TRIP INFORMATION

Trip No. _____

Locale:

For arrangements contact:

Hours and days:

Minimum and Maximum ages or groups:

Lunch facilities: Restroom facilities:

Special clothing required:

Potential dangers involved:

Admission charge:

Guide available:

Advance career information available from company:

Notes:

NEW ALBANY CITY SCHOOLS

CAREER DEVELOPMENT CONCEPTS

Understanding and acceptance of self is important throughout life.

All persons have dignity and worth.

Respect for the dignity and honor associated with all socially useful work is important.

Work has different meanings for different people.

Education and work are interrelated.

Geographical location influences career opportunities.

Individuals are responsible for their own career choice.

Economic systems affect career planning.

Advances in knowledge affects careers.

Job specialization creates interdependency.

Environment and individual potential interact to influence career development.

Occupations and life styles are interrelated.

Individual differences influence career planning.

Individuals can learn to perform adequately in a variety of occupations.

Individuals must be flexible and receptive to change.

Information and experiences for career planning should be obtained from many sources.

Career development is a continous and sequential series of choices.

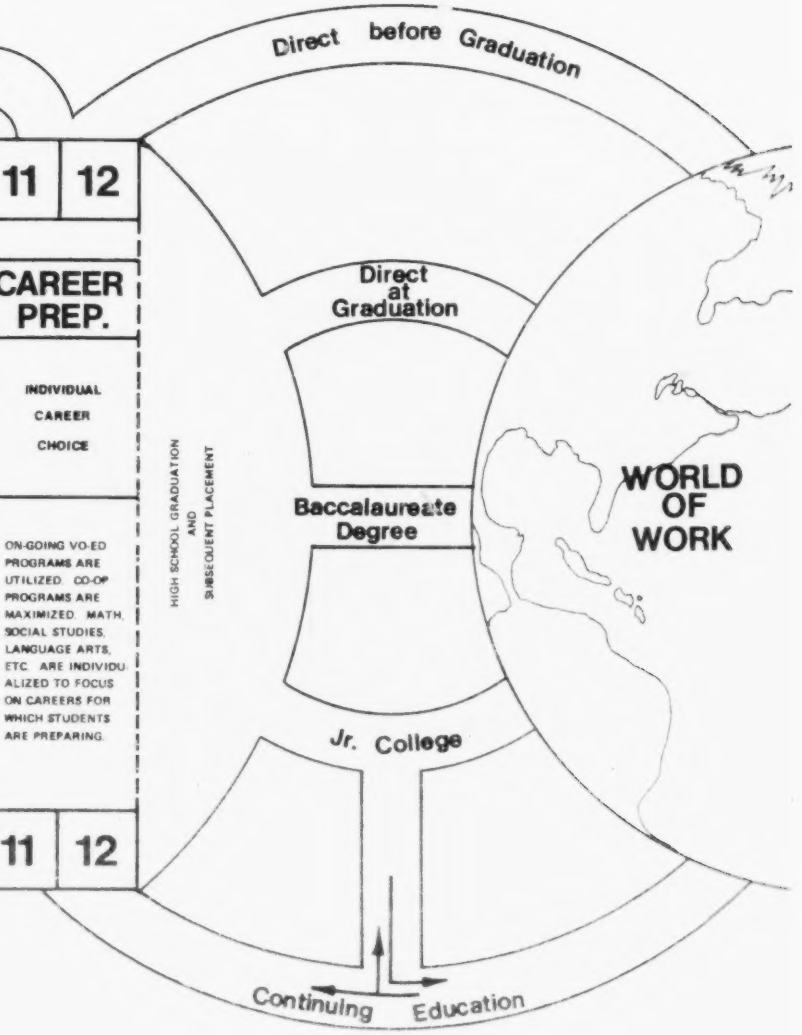
Occupations may be classified according to responsibilities required.

Knowledge of techniques used in applying for, securing, and maintaining a job is essential.

Various groups and institutions influence work.

A CAREER EDUCATION MODEL K-12

GRADE	1	2	3	4	5	6	7-8	9	10	11	12
OBJECTIVES — TEACHER	CONTINUOUS IN-SERVICE TRAINING TO MEET STUDENT NEEDS AT ALL LEVELS.										
OBJECTIVES — STUDENT	CAREER AWARENESS						CAREER EXPLORATION			CAREER PREP.	
EMPHASIS	HOME & SCHOOL	NEIGHBORHOOD	EXPANDING COMMUNITY	OTHER COMMUNITIES	NATIONAL	FOREIGN SERVICE	BROAD SURVEY	INTEREST CLUSTERS	NARROWED INTEREST CLUSTER	INDIVIDUAL CAREER CHOICE	
METHODS & TECHNIQUES	CLASSROOM TEACHERS FURNISH INSTRUCTION BY MERELY FUSING CAREER EDUCATION ACTIVITIES WITH THE ON-GOING CURRICULUM. FIELD TRIPS, ROLE PLAYING, SINGING, GAMES, ETC. ARE USED. MATH, LANGUAGE ARTS, AND SOCIAL STUDIES ARE USED AS VEHICLES FOR CONVEYING THE CAREER EDUCATION CONCEPT.						GUIDANCE AND COUNSELING BECOMES MORE INTENSE. SPECIFIC TIME BLOCK IS SET ASIDE FOR CAREER EXPLORATION. TEAM TEACHING IS UTILIZED.			ON-GOING VO-ED PROGRAMS ARE UTILIZED. CO-OP PROGRAMS ARE MAXIMIZED. MATH, SOCIAL STUDIES, LANGUAGE ARTS, ETC. ARE INDIVIDUALIZED TO FOCUS ON CAREERS FOR WHICH STUDENTS ARE PREPARING.	
GRADE	1	2	3	4	5	6	7-8	9	10	11	12



STATE OF MISSISSIPPI

J.H. McMINN, Coordinator
CAREER EDUCATION PROGRAMS